

# CHILDHOOD EDUCATION

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## Childhood Education

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to all associate members of  
the International Kinder-  
garten Union in place of  
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Book



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# CHILDHOOD EDUCATION

*Journal of the*  
INTERNATIONAL KINDERGARTEN UNION  
FOR THE ADVANCEMENT OF  
NURSERY-KINDERGARTEN-PRIMARY EDUCATION

LUVERNE CRABTREE, *Editor*

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CHILDHOOD EDUCATION, official organ of the *International Kindergarten Union* and the *National Council of Primary Education*, advances nursery-kindergarten-primary education by presenting:

The vital problems in the field through professional and practical articles

Conditions in foreign countries and in our outlying possessions  
Songs, stories, handwork suggestions, and other "ready-to-use" material

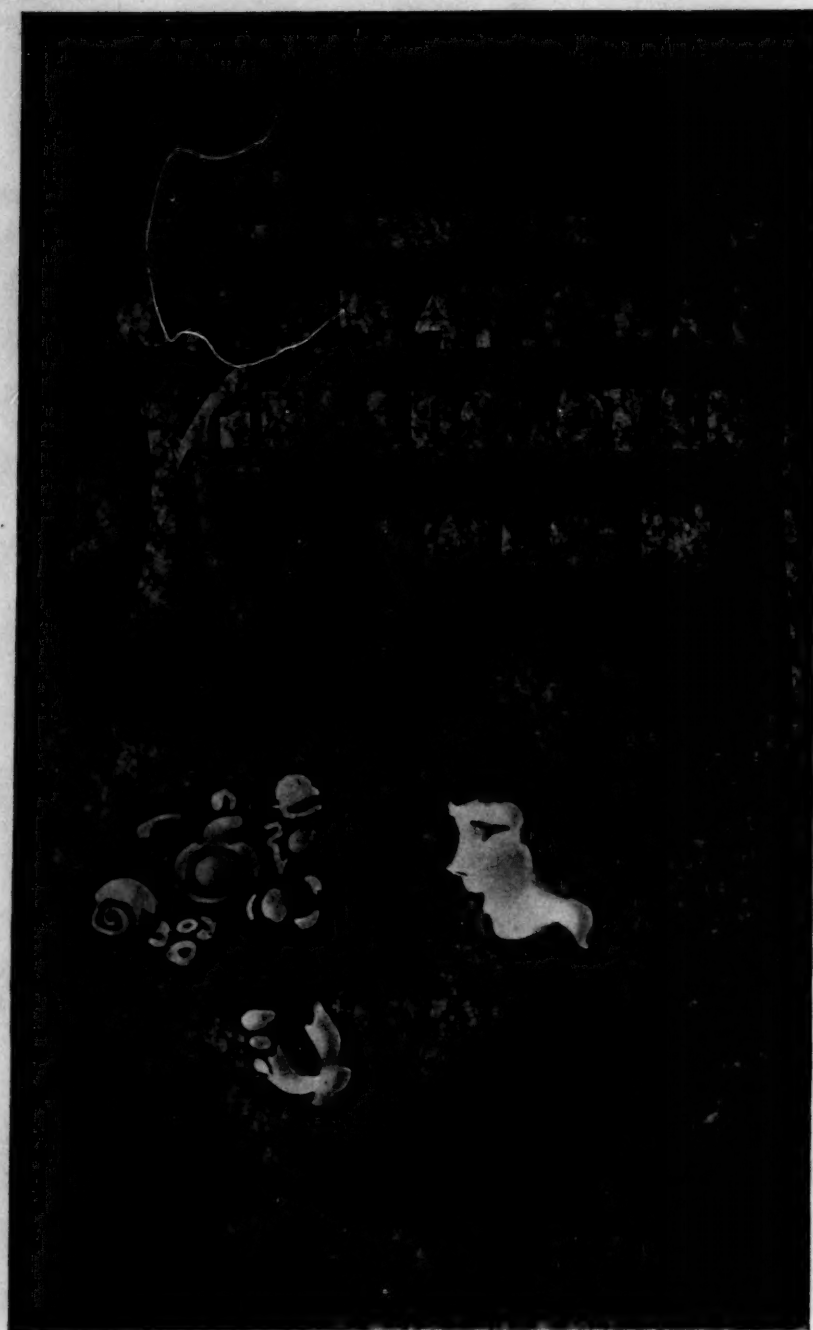
News of persons, schools, and affiliated or related organizations

An index to current periodical literature

Reviews of books for teachers and children

All who are interested in childhood education from its special classroom problems to its national and international aspects are interested in CHILDHOOD EDUCATION, the *Journal of the International Kindergarten Union for the Advancement of Nursery-Kindergarten-Primary Education*.







## The Record-Breaking Grand Rapids Convention

**T**HE thirty-fifth annual convention of the International Kindergarten Union broke all previous records for registration—over two thousand members signing the roll at headquarters. Twenty-four states were represented and three foreign countries. This is the high mark for registration in the history of the association and equally high on the scale is the hospitality of Grand Rapids and the wealth of educational experiences provided for the visitors by the local educators.

The international interests of the association were emphasized through the session on *World Neighbors* when Patty Smith Hill discussed the Principles of Arbitration and

Mary Dabney Davis presented some of the indications proving the value of Cooperation at Home and Abroad. This meeting closed with a message from Elizabeth Rotten on The World Movement in Education and the New Attitude Toward the Child. These addresses brought us face to face with the earnest attempt being made by educators to bring to the peoples of the world an understanding of all nations to the end that harmony and mutual confidence in one another shall prevail.

This note was further stressed by the presence of Annie L. Howe who for forty years served the kindergarten cause in Japan. Alice Ling, a student at the National Kindergarten and Elementary



THIS TROLLEY CAR BROUGHT MANY VISITORS TO A STANDSTILL IN FRONT OF ITS BOOTH IN THE EXHIBIT HALL



THE CUBAN DELEGATION: STA. CATALINA FERNANDEZ DE LOS RIOS, GENERAL SUPERVISOR OF KINDERGARTENS FOR THE REPUBLIC OF CUBA; STA. DULCIE MARIA DE LA GANDARA, KINDERGARTEN TEACHER; DR. ROSA TRUJILLO, SUPERVISOR OF PRIMARY GRADES IN HABANA, CUBA



PATTY SMITH HILL (*center*) CAUGHT BY THE CAMERA MAN BEFORE ADDRESSING THE ASSEMBLED KINDERGARTNERS; ANNIE L. HOWE OF JAPAN (*left*) AND CHARLOTTE B. POPE, LOCAL CHAIRMAN, (*right*)

College, represented her native land, China. Still more closely were we brought to our world neighbors by the attendance at the convention of three representatives from Cuba, who brought greetings to the International Kindergarten Union from their Minister of Education,—Catalina Fernandez de los Rios, Rosa Trujillo, and Dulce Maria de la Gandara.

The scope of the program covered the following general topics: *Teacher Guidance, Supervision and Training* (Speakers: Desalee R. Dudley, assistant superintendent, Battle Creek, Mich.; Ella Champion, Supervisor, Niles, Mich.; and Helen M. Shaver, teacher second grade, Cleveland Heights, Ohio.) *Nursery Schools and Parental Education* (Speakers: Ada Hart Arlitt, University of Cincinnati; Clara L. Robinson, School of Education, Cleveland, Ohio; and Amy Hostler, Nursery School, Cleveland, Ohio.) *Beginnings in Education* (Speakers: A. H. Hughey, superintendent of schools, El Paso, Texas; Caroline T. Hedger, Elizabeth McCormick Foundation, Chicago, Ill.; and James S. Plant, Essex County Juvenile Court, Trenton, N. J.) *Class-room Learnings in the Nursery-Kindergarten-Primary Field* (Speakers: Agnes Burke, Teachers College, Columbia University; Theodosia Hadley, Western State College, Kalamazoo, Mich.; Alice Thorn, Teachers College, Columbia University; and Olga Adams, University of Chicago.)

One of the most memorable of the convention addresses was that given at the Opening Session by Louis A. Pechstein, University of Cincinnati—*The Streets of the City*. His message had a spiritual quality in keeping with the concert which introduced the session.

This, however, is not a report of the addresses presented at the convention for many are printed in full in this number of the journal and others will appear in later editions. It is an attempt to bring a little of the informal convention news to those members of the International Kindergarten Union who were unable to attend.

Delegates Day was a happy outpouring of state enthusiasm and youthful participation in the activities of the convention. An inspirational feature of the occasion was the inclusion of an undergraduate group in the program.

The Local Committee, through the courtesy of the furniture manufacturers, presented a "big" chair to Lucy Wheelock the "senior in service" of the ex-presidents



ANNA MAY LUCK, YOUNGEST STUDENT AT THE CONVENTION, WAS PRESENTED WITH "BABY" CHAIR

present. A "middle-sized" chair to Sta. Catalina Fernandez de los Rios, representing the Cuban delegation who had come the greatest distance to attend the convention, and a "baby" chair to Anna Luck the youngest student in training attending the convention. As president of the International Kindergarten Union, Caroline W. Barbour was, also, presented with a chair.

Nine ex-presidents were present and each in her own way brought to the delegates a message from the past and a note of guidance and inspiration for the future. Interesting, varied, and beautiful were the stunts performed by the state delegates. Ella Ruth Boyce for the jury of ex-presidents, presented to Nebraska the banner for the most original performance. Miss Boyce reported that the jury found it a difficult decision to make as many of the stunts were deserving of honorary mention.

held in memory of three strong leaders in the educational world and in the International Kindergarten Union—Annie Laws, Elizabeth Harrison, and Mary Boomer Page.

The business meetings brought to the attention of the delegates the many constructive projects undertaken by the working committees of the association. Among the reports heard were: Report of the Committee on Foreign Correspondence, Jane H. Nicholson, chairman; Report of the Com-



THE NEBRASKA DELEGATION WON PRIZE FOR BEST STUNT ON DELEGATES' DAY. LAURA GOETZ (right) SANG THE CORN HUSKERS SONG AS THE TWO FARMERETTES "HUSKED" THE LARGE EAR OF CORN AND CLARA OWSLEY WILSON STEPPED INTO VIEW

Organized groups under discussion leaders visited the kindergartens, first and second grades in seventeen schools.

An unusually illuminating exhibit of kindergarten and primary grade work was prepared by the Local Committee. By means of an exhibit arranged around "Units of Activity" one gained a vivid picture not only of results but of the process of achieving results.

A very beautiful memorial service was

held on Parental Education, Ada Hart Arlitt, chairman; Report of the Committee on Child Study, Madeline D. Horn, chairman; and the Report of the Committee on Research, Bessie Lee Gambrill, chairman. Some of these reports, when supplemented by further study, will lend themselves to publication in pamphlet form as have two committee reports of last year—*Equipment and Supplies*, Nursery-Kindergarten-Primary, Frances Berry, chairman, and *The Selected*



*List of Poetry and Stories for Children in Kindergarten, First and Second Grades, Revised Edition, Frances Kern, chairman.*

Mary Dabney Davis, chairman Editorial Committee, and Robert E. Gill from our publishing house, the Williams and Wilkins Company, gave a clear presentation of the improvement in the content of our journal, *CHILDHOOD EDUCATION*, and the need for increased subscription. It was unanimously agreed to substitute this Convention Num-

symposium dinner, brought a fitting climax to the convention where seriousness and gaiety intermingled to bring to the delegates wisdom and inspiration to carry forward.

The day after the close of the convention was devoted to a Sight Saving Demonstration, and a Nursery School conference for the many members of the International Kindergarten Union who are participating in nursery school work.

To Superintendent Leslie A. Butler; to



THE CANARY SINGS FOR THE CUBANS AS THEY INSPECT THE NATURE EXHIBIT

ber of the magazine (and a small factual pamphlet to be published later) for the usual Yearbook of Annual Proceedings.

Ohio received credit for having the largest number of delegates present at the business meetings.

Much could be written of the gracious hospitality of the Local Committee. Teas, dinners, and many other opportunities were given to the delegates to come in contact with those from other sections of the country interested in their problems.

Mary E. Pennell, as toastmistress of the

Annie J. Blanchard, supervisor kindergarten first and second grades; to Charlotte B. Pope, general chairman; and to all our hosts in Grand Rapids we send our sincere and hearty thanks for this gift of hospitality to our association. We rejoice that our president, Caroline W. Barbour, who contributed so much to this year's convention is to lead us another year and we accept with enthusiasm the invitation of Rochester, New York, to be our host in 1929!

MARGARET C. HOLMES,  
*Recording Secretary*

# *Beginnings of Education*

A. H. HUGHEY

*City Superintendent of Schools, El Paso, Texas*

**W**E MUST somehow define education if we talk about the *Beginnings of Education*. Is education the development of the individual? In passing let us note that the individual in prenatal life passes through the physical forms that are fundamental in the development, not of human life, but of all life. He is born a human being, but is born not so much of his mother as of all life that has preceded him. He is endowed already to the major extent with what he is to be in a general way and we can not change him fundamentally. We can sustain and help and guide and mould and see wonderful results from our care of him, or we can injure and destroy. But if education is the process of adaptation to environment, as some define it, or the guidance of growth, then the newborn babe is our subject and education begins there.

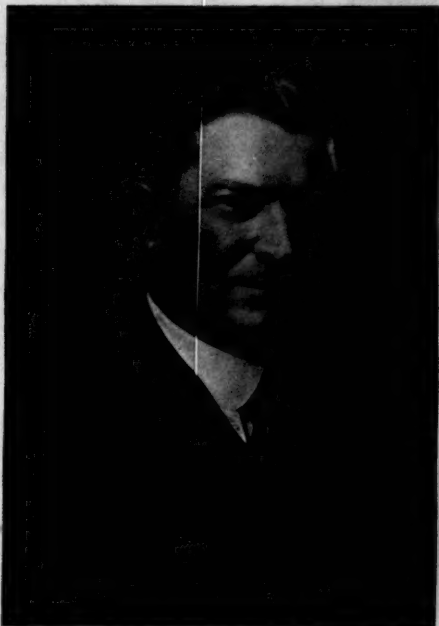
If we talk about the beginnings of a child's education, we would better attain its successful accomplishment by educating his parents to be ready for him when he makes his appearance. We must see the tremendous importance and need of right care and education of a child from birth to the age of four or five. Are those who attend to that real teachers? They don't ordinarily have a certificate from a state department of education, assuming that certificates ever meant anything anyway. Is it not

the greatest need of humanity that the race's parents be ready for parenthood? Will it ever be possible for the young men and young women of our race to learn from competent, correct and careful sources how to start off the next generation?

We must conclude that the problem of beginning the education of a child is mainly the problem of providing for him parents, who have a kind of education, not now very common, which fits them to provide the right environment for the child first from birth till the age of four or five. Hence, this reasoning leads us to think of even the kindergarten as a sort of post-graduate course in a child's education, and all education beyond that sinks to the level almost of mere training or creating of proficiency in the details of further adaptation to environment.

But let us narrow the definition of education still further, as being the conscious, organized or planned process of guiding a child's development outside of the home. We have now placed our feet across the door sill of the school-room, or, at least, the kindergarten or nursery teacher appear in the situation and we feel at home in calling this the beginning of education. Yet, we must realize that, great as are the results that can still be accomplished, there is but a minor fraction of the child's development as an individual that remains.

That fraction looms large in our eyes and in individual cases we seem to cultivate wonderful results, but it should not obscure what has gone before. It should not blind us to the fact that for human development and racial betterment all mankind should become humble students of all the learning and wisdom that is connected with the continuance of our species on the earth. Education must



SUPERINTENDENT HUGHEY

not stop with the colleges or short of death itself because in its truest sense it begins with birth itself.

James starts to the kindergarten one morning. What is he physically? What has his prior life done to his eyes, his hearing, his teeth, his stomach, his nerves, his heart, his health make-up and habits generally. Will not the answers to these questions reveal that James may have already had his life

development largely determined physically? And this physical temple of his mind will have a serious influence on the mind itself. What has his previous life done for his character, his nature, his temperament, his spirit, his soul? Is lying, stealing, cowardice, selfishness, fear, shame, cruelty, etc., an ingrained part of his make up? If they are, will the kindergarten remove them? Sometimes yes, if such scars are not too deep to be offset by good kindergarten training; sometimes no, and even though he goes through high school and has the best environment and is a model and honor pupil, he may become a criminal latter on. Modern psychology tells us that his physical, mental and spiritual possibilities at birth are almost unlimited, but at age five he may be either wonderfully developed already or terribly limited and handicapped.

We must make allowance here for about 2 per cent of our population who are congenitally defective, constitutionally subnormal, and destined to handicap society to the extent of using up about one-third of the cost of civil government. But the treatment of these cases by human government is among the duties which I urge later in advocating the earlier entrance of social or governmental agencies into the education and care of the very young.

The natural inference then is that every infant should somehow have the opportunity for his best development. We are committed to the kindergarten as a solution of the question of what public agencies can undertake at about the age of five. Parents and voters in this country do not need now to have the benefits of the public kindergarten proved to them. Then the next question is, can public agencies begin earlier



with at least some children? This question has been answered here in Grand Rapids and in other places, as in Los Angeles, where sixteen day-nursery schools receive babes as young as nine months old. Certainly that is beginning public education rather early. Is it right? Is it best? Is it practicable? I shall answer in the affirmative. But time does not permit reasons or argument beyond the point of view which I am trying to set forth in this paper.

The greatest treasure which we adults have on earth now is not our capital or our present state of material progress, but it is this unformed multitude of infants and young humans now in the cradles, the nurseries, the kindergartens, and the schools. It makes little difference now who their fathers and mothers are. They are the children of our race, of our country, of our community. They are here, alive, and growing. In thirty to sixty years from now they will be in control of our wealth, our homes, our accumulated progress, and we shall have passed away. The children we might have had, the children we ought to have had from our best parents need not be given a second thought. They are not here, the other children are here, and they are growing and growing fast and will soon be grown up. What shall our public agencies or government do about them or for them? The poverty stricken infant now without shoes in which his little feet may patter from home to kindergarten may some day wield the reins of government and take my property for non-payment of taxes, or, passing me on the street, may drop a dime in my hat. Or he may have my life in his hands in the cab of a locomotive or at the end of a revolver. Should I not be vitally interested in him right

now, should I not help to give him the best possible opportunities to grow up right? I repeat he is here, he is growing, he is learning right now. He is getting some sort of education now every day.

The children that might have been are not here. Shall the courts and jails and almshouses and hospitals and asylums and charities be our answer for the children of our submerged population or shall we go to a mother who labors in employment all day and say "there is a place, a nursery, a school, which will help you care for and educate the child which you have brought forth to be a future citizen; your government is interested in the beginnings of your child's education and wishes to go partner with you in helping its future citizens to be better men for their country's sake as well as be better sons for your sake." Where shall government begin with education? I say let community government take a nurse or worker to the home or hovel of every underprivileged future citizen and at least offer to help in the improvement of home conditions for the child's sake, that he may not grow up handicapped by disease, stunted by lack of intelligent feeding and sanitation, or misguided into crime and evil ways. He is *here*, and thirty years from now the question of whether he is digging a ditch or running a railroad, burglarizing my home or governing my community is mainly answered by what we do for him now. He is here, whether four years old, three years old, two years old, one year old, six months old, his education has begun, and if it is logical and sensible to give him a year in the kindergarten preceding his other public school education, it is just as logical and sensible and wise to precede the kindergarten with the



nursery school, and precede that with the public welfare worker and the public health nurse, and public community service to the underprivileged, the submerged children, homes, and communities.

I do not mean this as a public service for all people, for it is better to have a population of home makers able to begin the rearing and education of their own children. I am speaking of the public danger of leaving children who are here on this earth already to grow up under foul conditions. Let me repeat, they are here, born in this country, under this flag, and destined to vote as powerful a ballot as I can vote. Those who say that this is pauperizing, this is socialism, said the same thing in opposition to the institution of public schools everywhere. They are the same ones who believe that it was a dangerous experiment to teach all children to read at public expense. They are the ones who are keeping this country nearly one-tenth illiterate. And who is to pay for this lowering of the age at which public education begin? Property is to pay for it, and through taxation, disagreeable as that word may sound. And why should property not pay for universal education? It is only through education that property is protected, is accumulated, is guided, is produced. It is not communistic to say that education should be the first duty and responsibility placed on wealth. This principle is the protection of wealth and the safety of government.

The "beginnings of education," let us now assume, means public education and I believe I have outlined the belief of at least one man as to when it should begin, namely, at the stage or age when the child profits by the addition of community service to the home. I have

heard people say, and school superintendents say, that a child did not need to go to school before he was ten years old, meaning that by the age of fourteen he could, after age ten, assimilate the instruction of the course of study in our grade schools so that he would be ready for high school. I might agree with the latter statement, but I don't call it education. It is an essential but a minor part of public education to acquire the textbook proficiency which warrants promotion from grade to grade. Real education is more than that, and public education must certainly be more than that wearisome trail through a series of books, important and essential though courses of study are. Why must the humanizing phases of education be omitted or left to the early years of a child? There should be a never ending culture and civilization of the emotions and impulses and of personal development. Such growth guidance cannot be incidental and "neglectable" in public school work.

The children come to the kindergarten with natures as varied and interesting as they can be made by the varied and individualistic parents now existing. Some are partly socialized, some lack any trait of socialization, some have initiative, some are completely repressed, some have personalities already interestingly developed, some seem altogether crushed with souls bruised and stunted, some have wretched habits already, all have many habits of one kind or another. The teacher's task is to see that they learn right behavior in the big psychological sense of that word rather than the narrower parental sense. In the kindergarten, children must learn to live, to live together, and to live happily. The very souls of some children seem to

be reborn into greatness in the kindergarten atmosphere. Does some one say "why bother about this? All that comes as a matter of course and incidentally." But this is not true. Apparently the majority of adult mankind today have not learned how to live in any real sense of the word, have not learned to live together successfully, and have not learned to live happily. One year of a true kindergarten, though coming at a more important stage of life than any later year, will not insure a child's retaining his kindergarten benefits entirely throughout life. The grade schools and higher education can be so mismanaged as to nullify much that the kindergarten has done. Yet the benefits of a real kindergarten can never be entirely lost. The teacher of the first grade readily distinguishes between the children who have had a year in kindergarten and those who have not.

Let us analyze some of the unvoiced, groping, blundering, yet obstinate and powerful impulses and subconscious conclusions of the American public about their schools and the nation's children. A boy commits a horrible crime in California. The attention of all people is focused on that boy in an effort to explain, to understand. And one outstanding fact is seized on for attention. He went to high school in a certain city and finished as what was called a good high school product. Now we know, and on second thought the public says, that this high school is not responsible for that boy's later behavior. We think we are clear on that point, yet are we clear entirely? The average American school patron will say "Oh, of course, you can't blame the school for the outcome of this boy." But away back in his mind, in a dumb sort of way, there is an

unformed obstinate thought, "It seems that the schools should do something, should take a little responsibility for some of the character, the nature, the disposition, the manners, the socializing of all pupils."

The public school teacher can always retort to the parent, "You brought him into the world, you gave him part of his nature by inheritance and about all of the rest of his nature before he entered school and his home life environment after he entered school. The schools are absolutely not connected with responsibility for the kind of human being he is. This teacher may be partly responsible for his knowledge of English, that teacher for his knowledge of arithmetic, the other for his knowledge of history, etc., and the principal of the school, say, for the proper socializing environment in his school life with other boys and girls. And yet when a youth commits a crime, the newspapers and the public generally take note first of his being or having been a student of a certain school or college. Why? Why? Does it not mean that the American people expect American education to have some responsibility for the human qualities of the boys and girls the schools turn out, as well as for certain literary mental accomplishments derived from the course of study? Are they wrong? The voice of the people is the voice of God.

Watch some teachers in the public schools and the college professors hold up their hands in amazement and horror at the idea of enlarging their responsibilities beyond that of instilling a mental proficiency in their special subject, (and some of them are not so very concerned over even that, as they seem to say "here is my learning, come and dig for it, if you expect to have it.") Yet the father

says, "I sent my son to college, now look what they turned back to me."

What is to be the outcome of all these fundamental differences of opinion or of point of view. Will the teachers decide? No. The people, men and women, who pay the taxes and support the schools will decide, and will grope along till they have their own way. Then what will be the result for teachers and professors? They will have to go back to the kindergarten or to the beginnings of education for their point of view, their inspiration, their training. They will have to teach life as well as the course of study. Character must somehow be taught or instilled or improved, independence under self control must be developed, self expression under self control must be developed, mankind must be made to grow up with the fullest possible understanding of mankind as well as of things and with the aim to better the world through living in it. Teachers must guide consciously and persistently the development and the habits of character, of life behavior, and the socialization of the children in their charge. They must teach them how to live, how to live together and how to live happily. If such had not been the ideals of the original kindergartens, we would have failed with our kindergartens, just as we are partially failing with other school work.

So the words of one Superintendent to others are just these, "I know we have our hands full with administering the

teaching of subjects, and managing or dealing with teachers and school boards and the public. I know we think we are doing well if we "get by" with well organized schools and an increasing number going on into high school and college, and we applaud the high school graduates and the college graduates—and then forget them. I know that these results are the main ones that "show" for our work and worry. But if our teachers are not much more than teachers of subjects, if our product is not one that is much more than examples of mental proficiency, we are on the wrong road. All along the line of the pupil's school life, there must be more attention to what I shall boldly call the kindergarten side of human development or to the principles of the beginnings of human education. Kindergarten principles and attitudes must permeate even college teaching because they are sound educational principles and ideals. And the time is fast coming when people will enforce some definite responsibilities of this nature on all teaching. So we may swell with pride at our high school commencements if we want to, but let us remember that the greatest accomplishments that our school systems may attain are now really effected quietly and unostentatiously in the beginnings of education with the infants of our communities. Whatever the apparent success of our work, we fall sadly short in educational efforts in our communities if we are the failures in the kindergartens."



# *World Neighbors*

PATTY SMITH HILL  
MARY DABNEY DAVIS  
ELISABETH ROTTEN

**T**HE Wednesday evening session of the convention took up the thread of the "Beginnings of Education," presented the day before, and led on with clear vision to its far-reaching goal, through the general topic—"World Neighbors." Each of the three speakers presented the subject from a different angle, but all agreed that education is the fundamental factor in developing the spirit of tolerance, of understanding, and of cooperation, which is inherent in all true "neighborliness;" that "the road to international peace lies through the schoolroom and the nursery."

Professor Patty Smith Hill of Columbia University spoke on "Principles of Arbitration," pointing out that "every successful family life is built on the basis of arbitration. If one whole generation can be raised to understand and practice arbitration in daily life there will be no need to worry about wars." She defined arbitration to be (1) Hearing both sides; (2) Deferring action or decision until all data are presented; (3) Opportunity to substitute reason, reflection, and deliberation for first impulsive reaction; (4) Tolerance, or the possibility that right may not be the exclusive possession of either side; (5) last, but not least, mutual concession, compromise, and adjustments to the rights of each.

Are the principles of arbitration ap-

plicable to all situations in life where human beings are learning to adjust? For example, in the home and school: Here you have adults and children in processes of adjustment. Adults are powerful, strong, in authority—children are weak, helpless, dependent. While dependent and in need of protection, children from the beginning resent their dependence on adults and begin to demand their rights from other children and adults.

The baby's first circle of adjustment is the family, the first institution for learning arbitration is the home. Successful family life is built on the principles of arbitration: willingness to hear and consider both sides, to compromise, and to concede to the rights and privileges of others. The principles of arbitration must apply first between parents, second between parents and children, and third between children and children.

How are family disagreements settled? If children grow up in families where both sides are not given a hearing, where decisions are always made by the strongest and mightiest, where the weaker never have a chance to present their claims and rights, how can we hope for a League of Nations or a World Court?

Parents fear a loss of control. "But, Mother, I did not know, I did not mean, etc. etc." "Don't argue," says authority "Do what I say."

In the school, too, is autocracy. All



the way from the school board and superintendent on down through supervisors and teachers to the youngest child in the kindergarten. Too often everything is settled by authority, by force, by "might makes right."

There is so little discussion, so few decisions arrived at through mutual concessions and compromises. Discussion groups in schools where right and wrong, fair play and justice have a hearing, student's councils, and student government are in line with the principle underlying our hope of a World Court.

Arbitration is a habit and while learned slowly, it is the only road to successful humane living in the home, the school, in industry, and in national and international life.

Dr. Mary Dabney Davis, Bureau of Education, Washington, D. C., in *Cooperation at Home and Abroad* gave an analysis for possibilities of cooperation in the United States, due to the variation in educational laws, regulations, and practices among states and cities of the country, as well as those of certain foreign countries. These variations were presented as sources determining the "color" of national and international thinking.

Following the analysis, Dr. Davis defined the true meaning of cooperation. She said—Cooperation is the gathering of ideas and using them for bigger and better ends. It means experimenting and showing how these ideas can improve our activities and our thinking,—*demonstrating* the ideas for our own benefit as well as for the benefit of others, but not to relieve any one else of a single individual responsibility for each one must work out his own salvation.

*What principles of action underlie true cooperation?* There are no doorways in true cooperation through which negative

responses can enter to hamper or to destroy the giving and taking of ideas, neither is there any nook or cranny in our minds in which negative responses can lodge in a piece of true cooperative work either among individuals or organizations. By negative responses, I refer specifically to jealousy, envy, discouragement, self condemnation, and self pity.

There is a simple and a direct reason why these negative responses cannot find entrance nor lodging place in *true* national and international cooperative projects, or in *true* professional relationships at home and abroad. The reason is this.

There is one goal toward which we are all working, and that is the most effective educational program for the children of today so that the nations of today and of tomorrow may work harmoniously and cooperatively.

In true cooperative activity each individual is recognized as having ability and of having his own place to fill.

In summary we have *first*, in our thought of cooperative effort, a nation which is committed to the policy of providing equal opportunities to each individual in being fitted for life to his fullest belief and capacity—the foundation upon which our United States are established; we have forty-eight states demonstrating in their own ways their individual ideas of how the citizens can best be fitted for life, programs growing out of the "urbanness and ruralness" of their populations, growing from their predominance of industrial, agricultural, or professional activities and influenced by the visions and leaderships of their educators,—educators among legislators, merchants, the clergy, and the teachers. And we have cities and towns, 3000 of them demonstrating in their individual

ways their individual ideas of how their local governments, their local school systems and their local civic activities can best meet the needs of their citizens.

*Second*, we have bordering and distant neighbor nations in which individual ideals and programs for the education of their citizens are formed, adjusted and broadened. Such formulations, adjustments and broadenings express the "color," the "standards" of the nation's thinking and being.

*Third*, we have the problems arising in the programs,—problems which are nation-wide, which concern a state and which focus upon local, city or town activities. All of which thrust responsibilities upon you and me.

*Fourth*, we have resources for finding solutions to these problems: International and national educational organizations working specifically to gather and disseminate information and to promote mutual understanding of opportunities to be used and difficulties to be met, and there are also state and local organizations, which survey specific situations and recommend immediate measures of relief. Another vital resource is the open ready mind of the workers, the members and associates of these organizations.

Every element affecting cooperation is found in the preceding statements:—The situation,—international, national, and local;—The problems and the modus operandi to solve these problems and to raise new ones. Perhaps the most pertinent of all of these for us is the last part of the last point,—the open and ready mind. Are we armed against narrow mindedness, are we willing to let others appreciate the things in which they are interested? Do we see beyond our own garden walls? Beyond our engrossing

interests? Are we eager to give and to receive ideas? Do we see our individual contributions and our daily routine of work as segments,—provinces in a State program to provide equal educational opportunities for all, in a national color of thinking and acting, or in an international cooperative effort "to enrich and to control emotional life, to widen the affections and to socialize personal desires; to eliminate baseless fears and offer hospitality to scientific thinking."

The climax of the thought—"World Neighbors"—was given in the closing address—"The World Movement in Education, and the New Attitude Toward the Child"—by Dr. Elizabeth Rotten, Director, German Section of the New Education Fellowship.

Dr. Rotten herself, representing the progressive movement in Europe, showed how closely we are knit in world fellowship by her presence on our program. Her treatment of the problems of education and life was eagerly followed as she revealed the deep interest of the older world today in freeing education from its former rigidity and formalism.

Briefly, Dr. Rotten summarized the basis of international fellowship in education as follows: "The chief aim of education is to preserve the spiritual powers in children. One of the most important tasks of educators is to find the sort of curriculum best suited to give growth to the child's spiritual and inner powers. There is no place in such education for rigid discipline. Those who have become discouraged with work in political fields for the promotion of international good feeling are turning to education to inculcate in little children the ideals of mutual help and brotherhood."

# *Training Leaders in Parent Education*

ADA HART ARLITT

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**I**N PROGRAMS of Parent Education which are now set up, there are wide variations. Such programs may consist solely of classes which meet weekly, bi-weekly, or monthly for the discussion of child psychology or child health. To this may be added a nursery school, a consultation center, consisting of a staff of its own, a pediatrician, a psychiatrist, a social worker and assistants, or of a group of agencies such as Well Baby Clinics, Child Guidance Clinics, Public School Vocation Bureaus, and the like, which cooperate in handling everything from minor problems of discipline to severe cases of personality disturbances of physical defects, each operating in its own sphere and calling on other agencies for additional work when such is needed, and a Research Laboratory with its staff.

A well rounded program of parental education would probably include the following:

(1) A nursery group in which parents could observe the best methods and materials for the care and training of children during the preschool period. Such observation is often followed by round table discussions in which the parents take up the questions to which the observation gave rise.

(2) One or more specialists in parent education who conduct discussion groups to meet the needs of all individuals with all types of educational and economic backgrounds.

(3) A Research Laboratory which would, through its studies, make available additional material bearing upon the development and training of young children.

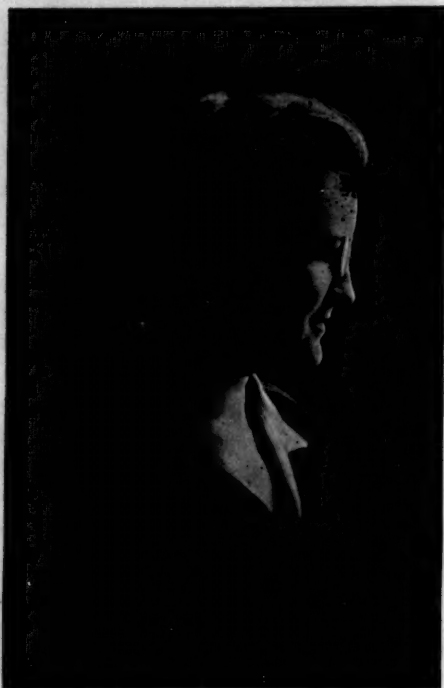
(4) Special lectures to club groups, radio talks, and the publication of pamphlets, or even of a magazine, may be a part of the work of such a center.

If one includes under the term "Leader in Parent Education" each of the people who work in such centers, one would have to give a very wide description of the type of training needed for leaders. A student who wishes to become a part of the Laboratory Research Staff would require training in laboratory technique and in the particular sciences, sociology, psychology or nutrition in which her researches would lie. The nursery school director would require training in nursery school procedure, in kindergarten education, in making parent contacts, and in much of the above list as well. A specialist in handling parent groups would require particular training in the technique in that field and in addition, much of the training listed under the head of nursery school director.

All teachers are in a sense engaged in parent education in so far as they help parents to a better understanding of children's behavior by visits to the parents of the children whom they teach, by written reports of the children's conduct, and by group conferences and the like. The younger the child, the more the



teacher appears to be called upon, and therefore, the greater the extent to which parent education becomes a function of the teaching staff. In speaking to the point of training leaders we have in mind not only those workers who are engaged in a program of parent education, but also those teachers who may wish to add parent education, in the sense of conducting groups, to their



DR. ARLITT

regular program, or who may wish to make themselves better fitted for the contacts which are so essential between parent and teacher. There is much need for parent education in both of these types of work.

For all workers in the field of parent education a sound knowledge of child psychology is essential. Such knowledge must have bearing on the transfer of habits set up in school to home

situations and the transfer of desirable habits set up in the home to school situations. The lack of transfer between the home and nursery and home and school is often exceedingly obvious. Frequently one does not know there is need for such transfer.

Mary, aged three, had drunk milk and eaten green vegetables for a whole week in the nursery without a murmur. Her mother came for a visit. On seeing Mary's plate and glass the mother said firmly, "But Mary is so interesting, she doesn't eat green vegetables except when she is allowed to choose the dessert. 'I just can't make her,' she repeated, 'Mary is so interesting, she won't eat carrots and she just hates milk.'" Mary's mother had stated in a parent conference that Mary wasn't any problem and Mary had proved to be none in the nursery and would prove to be none at home since the fact, that her dislike for correct food was forced upon her by the fact that it made her "so interesting," had been made clear to her mother.

Dan had temper tantrums with great regularity at home but at school had none after the first week. Each tantrum at home brought his mother, his grandmother, and his nurse to the scene, while at school tantrums were treated as things that one did not notice—"Big nursery boys do not have tantrums."

Children's behavior is frequently inexplicable unless one knows conditions in the home.

John, who was jealous of the young baby and therefore upset emotionally to the extent of developing an unusual number of anger and fear states, could not have been adjusted had not a thorough study of the home situation been made and similar methods been adopted by both the home and the nursery.

Alex was fast developing an inferiority complex at home because he was constantly compared adversely with his younger brother, but in school he compensated for this by being overly aggressive and showing a tendency to cruelty towards the younger children. At home he appeared to be sullen and somewhat timid.

A thorough understanding of human behavior and particularly child behavior presupposes a general course in psychology supplemented by a course in



child psychology in which the laboratory consists of actual contact with children both in groups as in a nursery school or kindergarten and in their homes. There are great differences in behavior between a child in a group and the same child in its home. Methods which work in a group often require modification when one deals with a child by himself. Child psychology as a textbook science and child psychology as applied to actual conditions are often so different as to secure little transfer between them. A student who knows that children are limited in vocabulary and relatively slow in reacting to verbal directions may, nevertheless, give the same command five times in five different ways in less than one minute and be puzzled at the child's apparent unwillingness to respond. A student who has studied the emotions of children without actual contact with children themselves, may through lack of transfer of training do the very thing which both sets up and perpetuates an unhealthy emotional state. If one is to deal with human behavior one must have as full a knowledge of that subject as the present state of science permits.

A knowledge of both child psychology and human behavior in general as well as of many other things are requisite in answering the following questions which have come up in parent group discussion:

"May is so unfriendly—she won't have anything to do with other children. I can't spank her for that, can I?"

"George lets any one ride over him. Can initiative be developed in a child?"

"My children quarrel with each other. Shall I stop them or let them fight it out?"

"Should my child obey instantly?"

"How shall I keep my little girl occupied on rainy days? She's always so cross and mischievous when she cannot play out of doors."

"What can I do for Jane? She sucks her

two middle fingers and her mouth is getting such a funny shape?"

"How many pieces of candy can Jane have after dinner?"

In addition to a background of knowledge and of actual experience with children, one needs the ability to analyze situations. The average parent is all too ready to ask for a cure-all which may be applied with immediate effect. An analysis of the problem by the group leader not only comes more nearly to the correct solution, but also helps the parent to develop a method which will be helpful in helping her to solve later problems.

The question, "How can I make my child stop taking the books out of the bookcase?" may be met by some such wholly unscientific statement as the following: "Make him sit quiet for about five minutes every time he does it." This may stop the child taking the books out of the bookcase, but it does not meet the situation. On the other hand, the question may be answered by the analytical method referred to above and so ably developed by the Child Study Association of America as follows:

"Is this meeting some felt need not otherwise met? For example, what does he do with the books? Does he want them to leaf through, a very common and delightful occupation for young children? Does he build with them, if so, has he blocks of his own of sufficient size to interest him?"

"What does the parent do when she finds that the child has taken out the books? Does he at once become the center of attention and the cause of excitement? Is he like a small acquaintance of the writer's, who, on each occasion after he had taken out the books, went to his mother and said 'look what I have done now' then waited expectantly for the excitement which inevitably followed."

"Has the child sufficient 'do-with' toys?

If he has only mechanical toys he may simply wish material with which he can experiment freely."

These and many other questions may be asked until the real cause of the difficulty has been determined.

To repeat, the average person who comes to class to have his problems solved, feels that there are complete cures which can be handed out and which automatically produce the desired result.

Were the problem so simple as this, after a period of experimentation in which the cures for all types of behavior had been determined, one might step to the nearest radio station, outline in brief all types of bad behavior in which children appear to indulge, together with the cures therefore, and in a short period put in the hands of every mother a complete set of acts with which to secure desirable results. No such simple procedure is possible. In dealing with any behavior problem, however simple, it is essential to know those characteristics peculiar to the child, the environment in which he lives, the general methods which are used in dealing with him, and the particular motivation which is producing the undesirable activities. A good part of individual consultation is taken up in this way by any good physician to whom one goes for a diagnosis of one's case.

When a parent says to one, "my child has temper tantrums, how shall I cure him?" One is in just the position of a physician whom one meets on the street and of whom one demands, "my child has a fever, how shall I cure it?" Without giving any further symptoms or any possible cause of causative factors. If one off hand hands out cures, these may be as harmful as if one solved a physical

difficulty without the background or the symptoms of a case.

Parent educators should also have some knowledge of nutrition and health. That there is a close relation between behavior and physical condition is a platitude. Problems often arise in the field of behavior which are, without the knowledge of health conditions, almost inexplicable and similarly many behavior problems are actually feeding problems.

Sam is underweight, and finicky about food. Dorothy takes so long about eating that she is perennially late. James has had to be withdrawn from school because he is so much under weight and he won't eat anything but bread, meat, and sweets. These and similar statements are constantly coming up in class discussions of such subjects as discipline, emotional disturbances and habit formation.

That there is a strong relation between food and rest and behavior in young children, no one can doubt. In our own nursery the worst week for emotional upsets was the week after three of the nursery children had had birthday parties, to which a number of the other children had been invited.

Willie, the most restless and inattentive kindergarten child with whom the writer has had experience, was no longer a behavior problem after a six months regime of adequate food and rest.

A grade teacher told the writer that she had a child who became a problem at about 11 o'clock every morning. Restless, impertinent, noisy, he disturbed the entire class. At 10:30 without any fuss or excitement and as a part of his regular routine, she sent this boy to the lunch room for a glass of milk and a sandwich, with the result that his behavior for the rest of the morning presented no problems whatever. Had it been possible to secure sufficient cooperation from the home to insure proper food at breakfast, this would probably have been equally effective in doing away with the problem.

The younger the children with whom one deals, the more it appears to be necessary to stress the physical child and, therefore, the more one needs a background of knowledge as to the conditions which make for physical welfare.

Of course, one must enter this field with that same high professional spirit with which one enters teaching. Humility one will certainly gain even if one has entered without it. The best that one can give is none to much. Parents are cooperating to the highest degree when they feel that their needs are being met. One need not fear that any of one's previous training will be lost. A knowledge of the social and legal provisions for children—state, community, and national, will help one to find the agencies best suited to meet the needs of parent and child; for example, recreation centers, places where psychological examination to determine individual capacity may be had, vocational guidance bureaus for the older child, and similar resources on which a parent may call.

A knowledge of buying, budgeting and other home activities is helpful since these often are of assistance in solving problems, such as the following:

John is disorderly and his behavior is more or less disorganized because he comes from a home in which living is on the hit or miss plan.

Mary receives inadequate food and has bad food habits partly because her home is budgeted so poorly that too little money is left for the table.

How can a teacher prepare to enter the field of parent education? A list of agencies in which observation of children both older and younger than those whom the teacher has had would include the following: nursery groups or schools,

orphanages, baby clinics, children's hospitals (one needs to know both the sick and the well) and, of course, those grades in which the teacher has not taught. She has had practical experience with children of the ages which she teaches, she needs in addition experience with children of all ages other than those which she has had in her own classes.

As to methods of conducting groups, there are outlines published by such organizations as the Child Study Association of America, the American Association of University Women, and soon, we hope, by the International Kindergarten Union itself. Bibliographies and additional outlines may also be secured from many of the centers engaged in parent education.

A number of universities are giving courses which coordinate various interests now involved in parent education, and which give a background of material which parent group leaders find essential. These courses are offered equally to students now entering the field of parent education and to teachers who wish to supplement their knowledge of this field. The centers listed above as places for observation are the same as those used in training students.

There are many and varied interests now concerned with the field of parent education. Pediatricians, social workers, home economics teachers, grade teachers, kindergartners, psychiatrists, socialogists, psychologists and many other groups are interested, particularly when parent education involves the preschool child. Any individual or agency which deals with children is in a sense a part of the work in parent education. Since this is true, the best parent education program is the one which makes use of



all of the community resources and ties up to its work every agency interested in children. There are many resources in any community which the parent educator may use. Speakers from Departments of Health, or interested physicians, speakers from the agencies concerned with education, leaders from such groups as the A. A. W. and interested teachers may be secured to carry on work in parent groups.

As to the individual leader the wider her background of experience, the more contact she has had with children, the greater the number of fields in which she has information and the more practical

the use that she can make of this information, the more fitted she is to do work with parents.

Kindergartners have always had parent education as one of their main interests. They can now supplement such work as they are doing from any of the fields suggested above, and they may actually enter the field of parent education with the intention of specializing wholly therein. Whether they enter this field with the intention of specializing therein or not, they will always be parent educators and as such will always deal with this branch of education as it should be dealt with, as a fine art.

### *Five ways in which different nursery schools have helped mothers*

1. The mother is enrolled with her child. A definite amount of time must be spent in the nursery school.
2. The nursery school is operated by parents on a cooperative basis. A trained staff organizes the work.
3. Detailed home records are required from parents.
4. A psychiatric social worker from the Behavior Clinic visits the homes of working mothers after supper is over and the children are in bed.
5. The nursery school is open for observation to groups of mothers, high-school students and young women whose interest centers upon definite problems of child care.

# *Practical Contacts with Working Mothers*

AMY HOSTLER

*Nursery School, Cleveland, Ohio.*

**I**T HAS been a number of years since Rache McMillan first said, "Educate every child as if he were your own." With a keen desire to do this she and her sister Margaret McMillan began the work with preschool children that has grown beyond the bounds of their own country and of which the world of modern education is becoming increasingly more aware. With as high a purpose, five years ago, the Cleveland Day Nursery Association established the Gowan Nursery School within one of its day nurseries. Last year the Samantha Hanna Nursery School of which you shall hear more presently, was established in a similar situation.

Most of my readers are familiar with this type of nursery school. A little explanation and description may make the individual picture more vivid.

Through an arrangement of many years standing, the Day Nursery Association of Cleveland cooperates with the former Cleveland Kindergarten Primary Training School, now a department of Western Reserve University, in carrying on the work of three association kindergartens and these two nursery schools. The teachers are chosen and the plans for the work in each center are made with consultation and help from the exceptional leaders in both organiza-

tions. To add to the efficiency of the centers, a behavior clinic has for two years been helping each of the day nurseries, including their kindergartens and nursery schools, to solve any problems which baffle the less skilled worker. The clinic is staffed by a doctor, a psychiatrist, a psychiatric social worker, and a psychologist.

The two nursery schools differ as to room space and general housing conditions. In the Gowan Nursery School we find a playroom which is also used as a dining room, a sleeping room equipped with Simmons cribs, a bathroom, and a kitchen. This is under the same roof as the day nursery.

The Samantha Hanna Nursery School is housed in a separate building from the day nursery. In the same building is a branch public library. Fortunately we can use the library fireplace for cozy wintry story hours. Our large play room also serves as dining room and sleeping quarters. The rapid change from one use to the other is affected so easily that even the children are unaware of the shift. A diet kitchen and a roomy bath complete this nursery school set-up.

Like all nursery schools we wanted to plan for the development of well-rounded personalities in our children. We planned as perfect an environment as

we could; we made many types of adjustments to fit the physical needs of each child; we studied our methods in handling each child, but in spite of all our best efforts we found the lives of our children were being needlessly broken into sections. The child's life at home was entirely different from that at the nursery school. We found that to discover causes, adopt preventives, and effect cures in this particular difficulty we must go back to the source of human behavior—the home-life of our children. The child has many teachers. He gains his knowledge in small amounts daily through unnoticed contacts that are usually unplanned. But in all his growth the *parent-teacher* has an advantage. The first to enter the child's consciousness, he is usually a fairly constant companion. It is in the parent's hands to see that the trends of a child's behavior are right trends before he enters any school and that the right start is made before he even enters a nursery school at two years of age. So setting aside the present day flood of literature on the subject, we discovered at first hand the imperative need of parental education,—the necessity of dovetailing the work of the nursery school and the work of the home.

Upon investigation through home visiting, we found that the *home influence* upon the children was great but that in many cases the *home training* was a negligible consideration. Just as there are children and children so there are homes and homes and thus a varied need in the types of parental education. Our group of homes varied from one small room serving as living room, bedroom and kitchen for a mother and her three year old son, to the four room

apartment comfortably furnished and used by a family of four. To be eligible for the nursery school the child must first be eligible for day nursery care. In every case this means that the family has struck bed-rock financially or at least is so placed as to demand help from this particular social agency. It means too, that the one parent supporting the child has no one with whom to leave him during the day. Can you picture the loneliness of such a mother? A broken home, possibly no relatives in the city, and usually no friends; a complete dependence upon herself and a bleak outlook upon life furnish ample reason for the simple work that we began. One morning early in the fall a mother was waiting for her child's temperature to be taken. Her eyes followed me about the room and finally when I came near her chair I asked, "Were you wanting me?" Without warning she burst into tears and when she could she said, "It's been so long since anybody talked to me the way you do." This mother was not ignorant, she was not uncouth. She was a lonely woman trying to support herself and her young son. She needed the friendliness that we could give her. It helped her to gain confidence in her own abilities and a happier attitude toward living.

It is entirely possible to call a mother into a conference and dictatorially command her to do thus and so. We might even get the results we want at that specific time but we would not be building brick by brick a foundation of trust in our decisions and faith in our interest. We lay out painstakingly, a program that should care for the physical health of the child. To that program the mother must conform as long as the



child is with us. We try to help her understand *why* certain things that are dictated are best for the child and how she can help in her home care. This part of our parental education is far easier to present than that dealing with our program of mental health which is just as essential.

Dr. Gesell once said that part of the work of the nursery school is discovering not only the preschool child but is discovering the parents of the preschool child. We want our work to go beyond that and add the discovering of the *teachers* of the preschool child by the parents. Until the understanding is mutual it is impossible to get the free interchange of ideas upon which we can base our work. From the beginning of the nursery school we had had ineffective daily contacts with the parents as they brought or called for the children. Those first few weeks they seemed to regard us in distrust as an impersonal agency trying to probe into their lives. Their reticence was probably the natural result. We realized that all of these mothers were working all day long, and gradually we listed some reasons for this distant attitude toward us or any conference we tried to have, no matter how short.

1. Many of our mothers are completely worn out at night; physically, from work that is a strain, such as running a heavy hemstitching machine all day; mentally, from worry and the continual rush in which she lives.

2. The mother who is clean and neat spends her evenings caring for her house and the clothing of the family. By the time these self-allotted duties are finished her day is wholly unbalanced for there is too short a period for rest and relaxation and none for play. One mother checked with me her hours for one week. Three days she worked for nineteen hours. This took care of the weekly washing, ironing, mending, and the necessary daily duties of

putting the baby to bed as well as getting her own supper when she had cared for the child.

3. The mother who has worked for a longer time is the most difficult to deal with. She has settled into a rut and has no desire to emerge from it. Her deadly existence acts like a sedative that dulls the ambitions that she once had for the children. In these homes the potentialities of the child are ignored and the family life falls far below the standard we set at the nursery school.

Afraid that we might *push* ourselves into the lives of these mothers when we wanted to *grow* in, we moved slowly. Our first plan of work was to have monthly group meetings with the parents in the form of purely social gatherings. Later these meetings were to be made the vehicles to an understanding of our work. The group meetings were supplemented by individual conferences of a most informal type, morning or evening. First of all, we knew that if we asked mothers to take children home, many of them riding over twenty minutes by trolley, that we could never expect them to return for a mother's meeting. So, we decided that each meeting must begin with a hot nourishing supper that would save that much labor at home. The children who could be cared for by relatives or friends were called for by them. Other children had to wait until the mothers were through, which necessitated caring for them and seeing that the mother left in good time to get the child in bed at a reasonable hour. These children who stayed were taken to a play room in the day nursery building where teachers from our department were on duty. All but two mothers came to the first meeting. The first arrival was about five o'clock and the last around six fifteen. Supper was served by the teachers at this time and afterward we had some music and other

entertainment. It was a rigid affair that first time for no one knew anyone else. There were stiltedly polite "thank-you's" and a few "This was a nice party." After that first meeting the morning contacts with the mothers were slightly more personal.

The second month, the nutrition worker on our faculty, who was also a trained nurse gave a demonstration bath just before supper, using one of our three-year-old boys for the lesson. Besides emphasizing our demand for cleanliness it gave the mothers a chance to see our bath room set-up at work. They saw the child undress himself, wash his own hands and face and dry them using the wash cloth and towel from his own hooks. They saw him climb up the ladder and into the tub where he helped with his own bath. The interest never flagged and no group of trained observers would have conformed better to the etiquette of observation which requires silence. At supper the four-year-olds of the group of children served their mothers just as they serve their own dinners. At this meeting the reserve was completely broken. When supper was over every mother was talking to her neighbors with some zest. On long tables we had put out the footprints that had been taken of the children's feet a short time before. Each mother located the print for her child and began comparing it with the others. Immediately the questions began. Why did this one have only four toes; why did another have a broken picture? The nurse and teachers explained which ones showed good arches and which did not. How a poorly fitted shoe could press toes out of place was discussed in relation to the footprint with only four toes showing. Correct shoes were on

display. Foot exercises were demonstrated and eventually several mothers tried them.

That night marked the beginning of a growing faith in our belief in the abilities of these mothers and in our interest in the welfare of themselves and of their children. The parting calls were varied as the group began to break up. One mother said, "It sure was good tonight." But the mother whose child had been used for the demonstration bath stayed until the others had gone to give her special reason for liking the party. In her confiding manner she half whispered, "I sure was glad to come out to this party cause it gave me a chance to wear my new teeth."

From then on we built each meeting on the previous one and on any immediate needs arising during the intervening weeks. We began first, trying to remove the break which began when the mother called for the child at night and lasted until sometimes long after he arrived at school the next day. It is hard to tell mothers who see their children such a short time each day that they are harming the children when they pet them because the children cry as the mothers leave the nursery school. Yet this was the first positive accomplishment that was due to our parental work. When the mothers began to realize how much we had at heart the good of the children they began to supplement their own work. Instead of simply dressing a child and getting him to the nursery school any way and in any frame of mind, the mothers would come in smiling and laughing with happy children behind them. I believe it was a surprise to them at first to find that every child greeted his mother as happily at night as if he had cried in the

morning when she left. Through our common interest in doing our best for the children there grew up a spontaneous give and take. We found that the morning poutiness of one child came from daily spankings because he was so slow dressing at the early hour he had to rise; that the motor control of another child was being checked because she was carried to and from places and had never been permitted to carry or hold things. These conditions we could relieve through our individual conferences. One mother saw us hunting for a tall vase for pussy-willows and brought us a slender mottled brown pitcher which we cherished and used until summer. The question, "What are we going to do at the next meeting?" became a common one and led rather naturally to the decision to form an organization.

At the beginning of the second year the various problems of the monthly meetings were presented to the mothers and they were asked to decide what they wanted to do. Unanimously they agreed to strike a bargain, of equal value to both parties, with the nursery school staff. We relieved their minds of worry by keeping the children in an atmosphere of serenity, happiness, and comfort as well as safety. The mothers were to see that the children came clean in the morning and were to help carry out any suggestions that we made for the child's good. At this meeting the first president of the group was chosen, a young woman with one three-year-old girl. She has been most helpful in our work and we shall miss her in the group. During the present month she has left the day nursery.

From the beginning of the present school year invitations to each meeting have been printed and mailed to the

mothers. At each meeting the program has followed the order of the one already described. The supper is always served first. This year the business of the club has included the furthering of the organization of the meetings by the election of a president, the introduction to the nursery school set-up with adequate explanations of the use of various materials, the discussion of our daily school schedule and why it was so planned, and the use of our nursery school slides to show the mothers exactly what is done during the day. They gain much pleasure and a certain amount of mental relief after they see their own children in the pictures, doing the things we have said that they do. In connection with our talks on the physical health of the child we have used food demonstrations. One of the training students affiliating with us from the School of Household Administration talked on the uses of milk and how to increase milk intake. She made a simple soup and a custard to show the methods and explained how the two could be entirely changed by using a different vegetable or flavoring. At the same time she talked on getting the most food value for the least money and suggested that dishes of this sort could form one type of food, equally good for the child or adult. In discussion of proper clothing, right articles were placed before the mothers. Reasons for the radical changes from what their own children were wearing were given and patterns of simple and economical dresses and suits were lent to anyone desiring them.

One of the Behavior Clinic Staff talked to us on the general principles to be observed in the punishment of children. She also talked on discipline. These talks are revealing in the spontaneity



and interest resulting. The variance in mentality, nationalities, and in the backgrounds of these mothers means that such talks are given very simply and informally. Pertinent questions that relate to their own problems are asked during and after the planned talk.

As you may imagine, for days after one of these meetings the few mothers who meet in the morning and wait together until the children's temperatures are taken are still arguing and asking questions about some type of behavior that they have had occasion to observe the night before.

Our first year we had a large general chart hanging in the hall, which the teacher or nurse checked with the mothers in the mornings for our own use. This year we use an individual chart that remains in an envelope glued to the back panel in the child's locker. This chart is filled out daily by the person bringing the child and gives us necessary information concerning the number of hours sleep the child has had, defecation during the hours he was at home, whether he had any breakfast and if so what he ate, whether he had a bath at home, and a column is provided for comments that may relate to behavior or physical condition. The comments have included these words or phrases taken at random from many cards; cried last night when sleeping, laxative last night, did not sleep well and may need an extra nap, slept more soundly than for many nights, very cranky today, cold is gone, cough is improving, et cetera.

We feel that through our parental work some of our primary objectives have been accomplished. *We have given* the mother a more clear understanding

of what we do with her child, as well as how and why we do it. We have succeeded in gaining the cooperation of all our mothers to some extent and of some of our mothers to a large extent in carrying out *at home* the same régime of daily routine that *we* use in consistent and careful habit training. There has been a definite stride made toward more desirable parental attitudes in relation to the children as well as to our work. A keener recognition has been created of the responsibility carried in meeting all the child's needs.

We have helped to give some knowledge of best procedures for furthering growth, mentally and physically. We have helped one mother realize that she must appreciate many differences between her two-year-old girl and her four-year-old boy.

On the other hand *we have gained* many bits of wisdom and a broader view of living. We have had an opportunity to see a crosssection of family lives on every conceivable plane of living. It has given us new knowledge of the little child's mental reactions as well as a keener appreciation of what we need to do for these children. The mothers have brought us personal confidences, combining a belief in our goodness and ability that makes us strive to be worthy of the trust that all those who deal with children, as we do, must bear.

No matter how much we may do or try to do, the schools, the behavior clinics, the social workers in all fields, are only segments in the rounded life of the child. The greater part of the circle is built in the home. There, the parent occupies the "strategic position" and thus he is the hope of ultimate control of human behavior.

# *The Teacher's Need for Supervision and Her Response*

HELEN M. SHAVER

*Noble School, Cleveland Heights, Ohio*

As a classroom teacher, I would feel much more at home discussing children and activities than the topic of supervision were it not that I realize much of my interest along these lines is due to the splendid supervision which it has been my privilege to enjoy.

Early in my experience as a teacher I remember a few supervisors who did not mean anything special to me. I did not look forward to their coming to my room. I'm sure I looked upon them more as the inspector type than as a source of inspiration and help, and I remember hearing myself say, "Oh, yes, she came in. Yes, she taught, but I had to do it over after she left to tie up the ends." I remember one or two of whom I was afraid, because my own attitude was prepared for criticism rather than help. But as a whole, I can truly express gratitude for the inspiration, stimulation, and effective help that has come to me through supervision.

The message to administrators, supervisors, and classroom teachers which I wish to bring today is summed up in these words "Unity in essentials; liberty in non-essentials; and justice in all things."

The first supervisor of whom I am conscious as having made a big contribution to my experience was the one who first introduced to me what we now call "activities." She it was who pro-

vided me with an informally-equipped room, who encouraged experimentation, who guided me and others in Child Study, and brought into the experience of all who were ready to receive it, the great impetus and interest in the modern trend of education. It was she who encouraged a professional viewpoint, who took us out of ourselves, our school, our own city, into broader interests that were developing throughout the country, and gave us courage to attack new problems, who guided our wavering steps, conducting meetings where all teachers interested were welcome for open discussion, who taught us to work from the basis of the interests of the child, to guide to purposeful activity and to check results.

When I look back I can truly say that that year was the most interesting one of my experience in that it was so full of many interesting problems and called for a change of viewpoint which has in every sense meant growth. Whatever has followed that has developed the technique of teaching has been a building on the foundation that was laid at that time.

At that time we called our work period "the morning hour" as it came the first thing in the morning when the children came in fresh with ideas from home. I had always tried to develop in the children a sense of appreciation

for the contribution each supervisor made to the room, and at one time when we were discussing the meaning of the word "initiative," had made a check-up card and were watching the development of that quality in ourselves, one little boy, Kurt, said, "I think Miss D. (calling the Primary Supervisor by name) ought to have a star in initiative because she started 'the morning hour.'" He forthwith made a little chart, put her name on it, gave her a star and the card was sent to her.

At another time she had brought several members of the school board to visit one morning. Alex, 7 years old, had become interested in Roman numerals and was working diligently to learn how to make them up to twelve, so that he could make a clock which had suddenly claimed his attention. A member of the school board said, "And, will you tell me what you are doing?" Sweetly Alex replied, "If you don't mind, I'll explain it to you later. I want to finish this in my morning hour." And he did.

From these instances it will be seen, there was no fear of supervision on the part of either teacher or pupils. The supervisor had become to all a friend, an inspiration and a help, and all looked eagerly forward to her coming.

The formation of that bond, so that the children welcome the supervisor is a very important one. Then she begins to see them as they are, see their best work, and know how to help the teacher to more effectively help the children; for it is all a growing process. The bond is the child and the goal the betterment of learning conditions for the child. As Dr. Kilpatrick says, "Growing is the Great End. To grow is to live and the only way to live well. The teacher's

business is to help the children thus to grow, grow in such a fashion that others whom they influence shall in turn so grow. The supervisor's business is with the teachers, to help them to grow."

Many a time when the children feel that an especially good piece of work has been accomplished, one of the group has been heard to say, "Save it to show to Miss M." And after this particular supervisor had one day visited a reading class at the children's and teacher's request, and had complimented the group upon their progress, as well as given suggestions for betterment, the teacher had said, "Would you like to have Miss M. come again?" And they replied, "She can come any time." They had had satisfaction, and the bond was firmly established.

In these instances what is there to fear? The supervisor is working with the teacher to raise the children's level and bring out better results; but she does this through commendation of the good, condemnation of the unsatisfactory, and suggestions for improvement.

If supervisors only realized how much encouragement a word of recognition about something good in the room meant to the teachers, they would be more alert to express appreciation. And, too, if they realized the manner in which they make corrections, many would also be a bit more thoughtful. Then we would not hear as we do from the teachers, "It isn't what she says so much as the way she says it."

The big question is—is the supervisor's criticism constructive or destructive? Let us remember that what is commended must be recognized by the teacher as worthy of commendation or she at once loses respect for the supervisor's judgment or for her sincerity.



No teacher wants to be flattered. She has a certain sense of satisfaction in the accomplishment of a piece of work which to her sense seems satisfactory, but the average teacher at least likes a word of approval, as well. A clear discernment of good, an unfailing recognition of the best effort, and a readiness to direct the teacher to accepted sources of help, these three are needed to give skill in the giving of commendation.

Criticism should be as adverse as the situation requires, but it must also be constructive. Earnest teachers are not seeking mere praise. They want help and will not object to adverse criticism, if valuable suggestions follow. In criticism the statements should be based on reason rather than on personal authority, and the ideas so organized as to produce conviction.

To be really helpful to teachers, supervisors must be courteous, kindly, sympathetic, tactful, and very patient, but none the less exact, definite, and scientific. If persons become supervisors just because the title or salary indicates progress on their part, they can never fulfill the mission of supervision. But on the other hand if their sincere desire is for a broader influence for good than is offered in the classroom, and they are willing to go through the process of specific and definite training for the position, there is no limit to the amount of good that can be accomplished through a supervisor on whom so much of the spirit of loyalty and cooperation in a school system depends.

But what of the teacher? Surely she, too, has a part to play in supervision. Is she desirous of professional growth, is she willing to lay aside personal likes and dislikes for the attainment\* of an

ideal? Does she create in her room a spirit of friendliness, so that she at least meets the supervisor halfway, or does she set up a mental barrier that indicates no sense of receptivity to progressive ideas on her part? Not all supervisors are capable of meeting the needs of all teachers, but are we as teachers reaching out to receive what the supervisor has to give us, are we opening the way so that she feels free to impart what she has to offer, and then adapting to our situation that which can best prove an effective help?

Why, a supervisor has a wonderful opportunity to touch the lives of many teachers for good, the sympathetic cooperation that means so much, as well as the inspiration, and stimulation for progress that touches the individual teacher and in turn affects the whole system.

Teachers do need supervision. They need stimulation for improvement in teaching, inspiration and encouragement toward further study, toward experimentation, toward preparation for higher positions and more responsibility. They need unification of definite, well-understood standards, a definite organized program of work to be accomplished. They need the development and encouragement of initiative, self-reliance, intelligent independence, and successful assumption of responsibility.

Both teacher and supervisor should be working together for the accomplishment of certain aims which they themselves have set up cooperatively for realization.

Placing supervision on the service basis, the bulk of the work being done in answer to call from the teacher is simplifying the problem of supervision. This is being done to quite an extent in

the system where I am now teaching. Here the cooperation between supervisors probably more nearly approaches the ideal than that of other cities with which I am acquainted. At present much of the supervision is at call of the teachers, the primary supervisor, art, music, and physical education supervisors cooperate to supply the needs of the teachers as they call for materials, suggestions, or help in the presentation of subject matter in connection with activities, many of which are based on excursions, arrangements for which are very promptly made by the primary supervisor when a teacher indicates her desire and readiness to take a certain trip.

Efficiency in supervision, in attaining desired educative results demands unification and coördination of the efforts of all those concerned with its many aspects. But it also demands that the individuality and initiative of the teacher, her spontaneity and professional

alertness be kept alive and active. The part the teacher has to play is a very vital and important one.

Supervision should lead teachers to a broad vision of teaching problems, to a broad range of experiences so that the work of one grade may be seen in relation to the work of other grades, should help teachers to master the technique of classroom teaching, and to develop high standards of teaching efficiency.

The mark of good supervision is the inspiration of teachers with a love for teaching and joy of achievement. Confidence in teachers is engendered by a supervisor's loyalty and sincerity, combined with energy, enthusiasm, resourcefulness, unlimited patience, and a sense of humor, a saving grace for many situations, and as I have said before—but there is not now time to elaborate upon—there should be on the part of all concerned, at all times:

"Unity in essentials; liberty in non-essentials; and justice in all things."

**T**HE problem of the improvement of teachers in service has occupied the attention of school administrators since 1839, when Henry Barnard, then Secretary of the State Board of Education of Connecticut, organized a teachers' class or institute at Hartford. Although the problem is an old one, it has not been solved. At least the need for the improvement of teachers in service still exists and will exist as long as there are schools.

The normal schools and colleges offer practice teaching, but even the best of these can provide only a few semester hours of such work. It is thus evident that some means must be provided, after the normal school or college graduate begins teaching, to increase her skill in classroom teaching and school management. This cannot be done by leaving the teacher to her own devices. Someone must see to it that the new teacher is making use of the principles learned in normal school, and that she is improving in skill. The old truth that practice makes perfect is one of those dangerous half-truths.

Teachers must be trained in service under skilled supervisors. They must also be alert and eager to improve. Social and industrial conditions are changing continually and the schools must adapt themselves to these conditions."

W. S. DEFFENBAUGH,  
*United States Bureau of Education.*

# *Creative Music*

ALICE G. THORN

*Teachers College, Columbia University*

**T**HERE are four types of music experiences which are of vital interest to children. They are (1) singing, (2) sound manipulation other than singing, which leads to the making and playing of musical instruments, (3) rhythmic activity and, (4) listening to others make music. It is the creative aspect of these music experiences which is concerning teachers today.

All creative results in any line of endeavor have been preceded by much preliminary effort along that line. A painting, a piece of sculpture or a song could not have been achieved without previous thought and experimental activity on the part of the creator. We used to think of a poet as a slight, rather aenemic person with long hair, who reclined, when the weather permitted, on a grassy knoll, pencil poised and a look of waiting-for-something-to-happen on his face.

We know now that such is not the case and that most writers undergo a probationary period in which they experiment with the materials at hand before creative results are achieved. A well known writer of children's poems confessed that she often manipulated and experimented with words before a poem was finally completed. Her method was as follows,—she selected certain words bearing on the subject at hand and then wrote columns of words which rhymed

with the first words selected. For example, she would begin with Spring, and then progress to fling, bring, ring, and so on until an array of words were martialed before her. After this manipulation and experimentation she was ready to write the poem.

We are too apt to think of creativity in terms of certain results when the whole process leading to the accomplishment of these results may also involve creative thinking. A child may experiment with tones: choosing-rejecting; deciding-judging and will finally evolve a song. The creative activity in the experience began with the experimental use of tones. Certain music is played on the piano. A little boy hears for the first time a new element in the music which has never had meaning for him before. He interprets it by means of a dramatic rhythmic activity. The same type of response may have been given before by a girl in a previous class but the boy's response was creative because of the thinking involved in the process.

Impressions must precede expression in the child's music experiences. Children need much opportunity for experimental activity in music if the process is to be creative. We cannot get water from an empty jug.

These impressions may come to the child in a variety of ways. Let us apply this statement to the four types of music experience previously mentioned.



## SINGING

*(Before a child creates a song he must have some experience in singing.)*

1. Young child.
  - a. Manipulation of tones stimulated by sounds in the environment, i.e., calls, sounds out of doors, bell tones.
  - b. Short songs sung to children by teacher.
  - c. Use of material which stimulates singing, i.e., swings, see-saw.
2. Older child.
  - a. Learning short songs, such as Hot Cross Buns or Hop, My Pony, Hop. These give the child impressions of a short musical form.
  - b. Manipulation of musical instruments having a good tone such as piano, Swiss Bells, xylophone or musical glasses. Such experiences give children a beginning conception of the relationship of the tones in a scale.
  - c. Use of short poems—which are very rhythmic in character.
    - (1) Read to the children.
    - (2) Give a short poetic line and let the children supply next line.

## MANIPULATION OF SOUND

Provide material for experimentation.

1. Material to be assembled, i.e. wood, hollow receptacles, strong paper.

## 2. Musical instruments.

Piano.  
Marimba.  
Musical glasses.  
Xylophone (orchestra bells).

## RHYTHMIC ACTIVITY

There are certain fundamental activities which are interesting to all children, such as, running, hopping, and skipping. At the beginning of the year the children need opportunity to experiment with such simple activity plays. In so doing they are preparing for later creative play by developing control of their activity and by the interpretation of various types of music. At first, children are interested in pure activity. The activity which involves creative dramatic expression is a later development.

## LISTENING TO OTHERS

1. Listening to music which expresses various moods and rhythmic plays of childhood.
2. Listening to music without adult interference. Children should have an opportunity to do their own thinking about music before an adult imposes his opinion on the group.

The creative spirit will begin to manifest itself in a group of children if they have had some background of musical experience such as previously mentioned. But the creative spirit must be fostered and kept alive by the teacher. When these first, sometimes timid expressions of personality in terms of musical responses begin to appear the teacher must know how to encourage and develop such responses.

Most grown people are like sheep, and children are no exception to this rule. We dislike to be different and the crowd dislikes us to be different as well. There are many cases in history in which men have been outlawed and even put to death because they differed from the crowd. Children are especially open to suggestion both from the teacher and from the children. The teacher in a kindergarten played some new music on the piano. Most of the children interpreted it on a rhythmic level,—keeping time only. A few children immediately caught the spirit or mood which the composer tried to express. They expressed this mood by a delightful play quite different from the responses of the others. But as soon as they looked about and saw that their response was different from that of the other children they immediately stopped what they were doing and reverted to type, so to speak. From a creative height they sank back to the crowd level.

The teacher plays an important part in stimulating, recognizing, and encouraging the highest type of creative response in her group. In order to do this successfully the following points may well be kept in mind:

1. A happy informal atmosphere

should be maintained in the school. Music should be present for music's sake and not because a certain number of songs *must* be learned.

2. The teacher and the children need to cultivate an experimental, open minded attitude toward music. The children should feel free to try out their ideas.

3. The teacher should respect the mood of the individual child. Some children need encouragement and public recognition, but to even notice the creative efforts of other children is like pricking a beautiful iridescent bubble.

4. The teacher needs to check constantly on her musical aims for her children. We need to know where we are going, musically speaking.

There is a musical means of expression for every child no matter what his ability may be. He may never be able to sing difficult songs but he can get untold joy from playing a simple musical instrument. He may never be a composer but he can enter into the best musical experiences of others. When each child finds his musical niche and can use music as a satisfactory means of self expression we shall then be bringing every child into his rightful musical heritage.

National Kindergarten and Elementary College has sent in 200 subscriptions to CHILDHOOD EDUCATION from its student body.

Do you know that there is a \$2.00 subscription price offered for undergraduate students?

*"Example is contagious"*

# Organized Visiting in Grand Rapids

ELISABETH WEBSTER

*Assistant Supervisor Early Elementary Grades, Grand Rapids, Michigan.*

**W**HEN Grand Rapids was asked to open her schools for organized visiting during the I. K. U. Convention seventeen schools were selected as demonstration centers. It was regretted that more schools could not be offered for this purpose, but it was necessary to use many of the regular teachers for other convention duties. However, all other schools in the city were open for unorganized visiting and many guests were received in these.

In each school center only one type of curriculum activity was demonstrated in order that the progression from the nursery school or kindergarten through the first and second grades might be clearly shown. In the kindergarten, early experiences in handling material and in self expression were observed. In the first grade, greater skills and simple forms of group organization were seen. In the second grade more complex organization and more emphasis on techniques appeared.

While each school had to some extent "majored" during the year in a particular subject, the work observed was fresh to the children in material and content and was an outgrowth of the interests which had developed during the weeks immediately preceding the convention.

Following the observations, conferences and discussions were held with group leaders who were specialists in the fields of activity which had been observed. These conferences were most helpful both to visitors and to demonstrating teachers. The guests were so gracious in their appreciation and so kindly in their criticism that what had been dreaded by some of the teachers as a trying ordeal proved to be a very happy experience. One teacher who had been most fearful said afterward, "I am glad they came. I shall never again be afraid to have *anyone* visit me."

## *A "Sample" Observation Experience*

Programs containing outlines to guide observation were given to each teacher. The attractive covers of the program had been made and decorated by the children. The outline included the name of teacher, grades to be visited, enrolment, chronological and mental age range, nationalities of

pupils, and occupation of parents. On the whole, the pupils in the grades we visited were average children. The outline also contained a short statement of the previous points of contact in each grade which led to the variety of activities observed during the morning.

The children were delightfully responsive, the relation to each other and to the teacher in all the grades was natural, spontaneous, and cooperative, apparently uninfluenced by



the many visitors. In one of the schools, the teacher left the room for a few minutes, and one little boy was overheard to remark to a companion: "Gee! What are we going to do? Miss — has left this whole bunch on us!" But the "bunch" saw no reason why they should not have been left, as the work continued without the least confusion or disorder.

Particularly notable in all the grades visited, including the kindergarten, were the discussion groups both before and after the work period. The children were led with increasing powers of discrimination and of judgment, as one advanced from grade to grade, to select their work and to criticise the results in the light of commonly accepted standards.

At the close of the morning's observation, the visiting teachers assembled in one of the rooms for discussion under a group leader, using outlines previously distributed to emphasize particular points. Some of the points discussed in this outline were: (1) Characterize the spirit of the classroom, as denoted by (a) the relation of the children to each other and to the teacher, (b) independence of children, (c) their tendency to cooperate, (d) evidence of interest in their work and reason for it. (2) Manual arts activity, (a) what situations have called for this type of responses from children, (b) do children experiment freely with various types of material or are they limited by having material and method of procedure chosen for them, (c) what provision is made for children's planning, (d) enumerate the ways in which the teacher assists in raising the standards of the child's work, (e) are children led to evaluate results in terms of their purpose. (3) Habit formation.

Needless to say, our observation was most valuable and stimulating. It was especially interesting to see that the work begun in the kindergarten was carried on in the first and second grades with steady development. I am sure that every visitor considered this a morning well-spent.

EDNA G. BURROWS,  
*Delegate D. C. Kindergarten Club*  
*Washington, D. C.*

### *Visit to the Orthopedic Department and Sight Saving Room*

There was no thought of depression in this visit. One felt a thrill of courage, of triumph over handicaps. One feels the faith in service and pride in the public schools of Grand Rapids and our country and in the teachers of our land.

The children are received here through the Orthopedic Clinic of Blodgett Hospital. No subnormal children are taken and the enrolment cannot exceed seventy-five.

We were told of a new building to be built which will be used entirely for this work.

This is carried on by the Board of Education which is reimbursed \$200 per child by the state. The children are brought in busses from all over the city.

An Orthopedic Surgeon, head of the clinic, is employed by the Board of Education for consultation and inspection once a week and two workers trained in the treatment of these cases care for one child after another all day long in a room equipped with all the latest and finest apparatus for dealing with the troubles of these children.

A practical nurse and a cook are on duty at all times in this department.

When the children arrive they are given milk or orange juice and during the day their cod liver oil.

At any time during the day, without asking permission to do so, a child may rest on the cots in the room if he is tired.

The children have plenty of chance to play in the air and sunshine, have special times for a long rest, are served luncheon at noon, have treatment for their special trouble, are taught the academic studies as other children are, in the grade in which they belong and have time in a room specially equipped to give them the kind of hand and body work which will help them control and use weak muscles, and those whose concentration is poor owing to instability of the nervous system and self consciousness, work alone under close supervision.

In our visit we saw work in the Sight Saving and Braille room, work in speech correction, project "The Evolution of a Book" made and described by children in third, fourth, and fifth grade room and free activity in first and second grade room.

We saw cases being treated in the physiotherapy room and heard a splendid orchestra and girls chorus of children from sixth to eighth grades.

In the room for Occupational Therapy we saw children at work on various materials, and machines which helped them in the special development they needed.

The children in this Orthopedic Department are surrounded by light and cheer,

associate with people who radiate strength and courage, who are perfectly trained for their special work, who understand the need for happiness, proper social adjustment and know the child must forget as far as possible the fact that he has a physical handicap.

Our conference with the head of this work in Grand Rapids, the School Principal and the Teachers was most interesting and we left feeling this was a place of helpfulness and friendliness.

ESTHER FLETCHER,  
*Western State Teachers College,  
Kalamazoo Michigan.*

### WHAT PEOPLE ARE SAYING

"We find CHILDHOOD EDUCATION so helpful in our work in religious education. You will note that in our Manual which we compiled to meet a very urgent need in our short term schools where students have little opportunity for wide reading, that CHILDHOOD EDUCATION made a large contribution. We are grateful for this."

MARY SKINNER  
*Elementary Superintendent  
Methodist Episcopal Church,  
South Nashville, Tenn.*

"I have been critically looking over the past year's issues of CHILDHOOD EDUCATION to ascertain how many of our problems have been touched upon. It seems to me there has been rather an equal distribution of interest and attention given the Nursery-Kindergarten-Primary School. The numbers have been excellent! One realizes this more as she goes back over the issues for the year. I thought perhaps there had not been quite the emphasis on Nursery School problems as formerly, but on looking back I find that this has been included in almost all of the subjects considered. Allow me to congratulate you on the success of the magazine this year. We are making a drive throughout Southern California for subscriptions to CHILDHOOD EDUCATION.

"I have found 'Book Reviews,' 'Magazine References' most helpful. I look for this section almost the first thing; our time is so limited to compass these matters by ourselves. I suggest further development of this section."

BARBARA GREENWOOD  
*University of California  
Los Angeles, California*

"I am using CHILDHOOD EDUCATION as a textbook in some of my training classes in Tempe State Teachers College. So I am interested in the rating of the magazine, as suggested on page 350."

CLARA S. BROWN  
*Tempe, Arizona*

"I think CHILDHOOD EDUCATION is really a magazine indispensable to educators in the nursery-kindergarten-primary field. The special number organization is not only helpful, but the plan of devoting each issue to a special topic is a fine one. The January number on Parental Education especially is of great use to me."

VERA FEDIAEVSKY  
*Moscow, Russia*

## *In Memoriam*

ONE of the most inspiring and uplifting sessions of the Convention was the Memorial Service in honor of the three pioneer leaders whose names will ever be held in loving remembrance—Annie Laws, Elizabeth Harrison, Mary Boomer Page.

Light and beauty formed the setting for this service, for the afternoon sunshine, softened by wonderfully beautiful windows, streamed through the church, while masses of Easter lilies and other spring flowers spoke eloquently of life, rather than death. The service was opened by the New World Symphony Largo, Dvorák—Elsa Hoertz, harp, Joseph Putnam, organ—followed by the report of the Chairman of the Necrology Committee, Caroline D. Aborn, who presided throughout the session.

Miss Aborn's report included the names of all kindergartners who had entered into rest during the past year,

as well as a very beautiful tribute to the three in whose memory this special service had been arranged. The individual tribute to Miss Laws was given by Lucy Wheelock; that to Miss Harrison by Edna Dean Baker, and to Mrs. Page by Mary L. Morse.

At the conclusion of each separate tribute the great audience, which filled the church to its capacity, arose and joined in the response—"Grant her, O Lord, eternal peace, and may light perpetual shine upon her." The service was concluded by a Solo, "There is no Death," by Miss Florence Williams, followed by the playing of Handel's Largo.

Such a service left one exalted, rather than saddened; and filled each with a longing to consecrate herself anew to the cause which had inspired and held such noble, devoted leaders.

CATHARINE R. WATKINS,  
*Director of Kindergartens,  
Washington, D. C.*

### THINK

*Of stepping on shore and finding it Heaven;  
Of taking hold of a hand and finding it God's hand;  
Of breathing new air and finding it celestial air;  
Of feeling invigorated and finding it immortality;  
Of passing from storm and tempest to unbroken calm;  
Of waking up and finding it home.*



# *The Notable at Convention*

## *New Officers*

*President*, CAROLINE W. BARBOUR, State Teachers College, Superior, Wisconsin

*First Vice-President*, MAY HILL, Western Reserve University, Cleveland, Ohio

*Second Vice-President*, EVALINA HARRINGTON, Supervisor, Primary Department, El Paso, Texas

*Recording Secretary*, SARAH A. MARBLE, Director of Kindergartens, Worcester, Massachusetts

*Corresponding Secretary and Treasurer*, FRANCES KERN, National Kindergarten and Elementary College, Evanston, Illinois



PAST PRESIDENTS: (*back row*) CATHERINE WATKINS, ALICE TEMPLE, PATTY SMITH HILL, ELLA RUTH BOYCE; (*front row*) CAROLINE ABORN, STELLA LOUISE WOOD, MARY C. McCULLOCH, LUCY WHEELOCK



**AFTER THE STRENUOUS CONVENTION WEEK, INCLUDING A YEAR OF STRENUOUS SERVICE FOR THE UNION**

The Executive Board: Margaret C. Holmes, Recording Secretary; Evalina Harrington, Second Vice-President; Caroline W. Barbour, President; May Hill, First Vice-President; and Bertha Barwis, Corresponding Secretary and Treasurer.

### *New Branches*

National Kindergarten Association of Cuba  
Michigan State Kindergarten Association  
Stamford Kindergarten Association, Stamford, Connecticut  
Muncie Kindergarten Club, Muncie, Indiana  
Plainfield Kindergarten-Primary Club, Athens, Ohio  
Huntington Kindergarten Club, Huntington, West Virginia  
Superior Kindergarten-Primary Club, Superior, Wisconsin



**A FEW MINUTES OUTDOOR RECESS BETWEEN SESSIONS**

Editorial Committee of Childhood Education: Catherine Watkins, Grace L. Brown, Ella Ruth Boyce, Alice Temple, Mary Dabney Davis, LuVerne Crabtree, and Ada Hart Arlitt.

*100% Branch Societies*

Bristol Kindergarten Club, Bristol, Connecticut  
 New Britain Kindergarten Club, New Britain, Connecticut  
 New Haven Kindergarten Club, New Haven, Connecticut  
 Waterbury Kindergarten Association, Waterbury, Connecticut  
 D. C. Kindergarten Club, Washington, D. C.  
 Washington Kindergarten Club, Washington, D. C.  
 New Bedford Kindergarten Club, New Bedford, Massachusetts  
 Fall River Froebel Club, Fall River, Massachusetts  
 Battle Creek Kindergarten Club, Battle Creek, Michigan  
 Grand Rapids Kindergarten Club, Grand Rapids, Michigan  
 Kansas City Kindergarten Club, Kansas City, Missouri  
 Camden Kindergarten Club, Camden, New Jersey  
 Sarah Gregg Kindergarten Club, Knoxville, Tennessee  
 Sheboygan Kindergarten Association, Sheboygan, Wisconsin

*International Kindergarten Union Convention*  
*Attendance for 7 Years*

1927 was double that for 1926

1928 was double that for 1927

What will it be in Rochester in 1929?

<i>Year</i>	<i>Place of Meeting</i>	<i>Attendance</i>
1922	Louisville, Ky.	459
1923	Pittsburgh, Pa.	652
1924	Minneapolis, Minn.	732
1925	Los Angeles, Cal.	1069
1926	Kansas City, Mo.	562
1927	New Haven, Conn.	1125
1928	Grand Rapids, Mich.	2208



# Childhood Education's Achievement and Prospect

## Report of the Editorial Committee

All policies in 1927-1928 concerning your magazine, CHILDHOOD EDUCATION, have been developed by the Editorial Committee, through correspondence and through conference. The demonstration of these policies, as authorized by the Board, rested largely with the local group, Misses Watkins, Tall, and Davis, and in emergencies with the Chairman. Close cooperation has existed with our publishers, the Williams and Wilkins Company.

Two main objectives followed by your Editorial Committee for the year have been *first* to make the magazine indispensable to teachers, to supervisors, to instructors in teacher-training institutions, to interested lay people and to those active in other branches of professional work; and *second* to approximate the goal of making CHILDHOOD EDUCATION the "authority in all matters relating to the education of young children."

In carrying out these objectives the following six policies have been established and the following problems have been faced:

*First.* The contents of our magazine shall be so organized as to present the *education for nursery school, kindergarten, and primary grade children as a unit.* In demonstration of this idea the mechanical makeup of separate "sections" for nursery school and primary education were eliminated, but this has not affected the variety of the contents in the magazine.

The cover design was altered so as to permit the insertion of an explanatory statement under our title which reads, "For the advancement of nursery-kindergarten-primary education."

*Second.* For the time being, each number

of the magazine shall *focus upon some special educational topic.* Articles in each of these numbers of the magazine shall, in so far as possible, apply the topic in question to all ages of young children. Advertising, so far as possible, shall be in keeping with this main topic. The topics covered this year include:

*September*—Cultivating the Creative in Children

*October*—Significant Phases of Classroom Activities

*November*—Children's Behaviors

*December*—Christmas

*January*—Parental Education

*February*—Child Health

*March*—Salient Phases of Supervision

*April*—Teacher-Training

*May*—Vacation Education

*June*—The Convention

*Third.* To provide a list of contributors which shall include people of national reputation in the general field of education and those who have and are making contributions to our special educational field. An analysis of contributions shows that almost an equal number come from classroom teachers; supervisors, training teachers and others in that class; and leaders in educational thought such as Hughes Mearns and Arnold Gesell.

*Fourth.* To bring into the magazine as much personal and human interest as possible. This has been done through the biographical page of authors, "Who's Who," and by the "New and Notable" page.

*Fifth.* To increase activity in our advertising pages. Advertising has been handled entirely by our publishers. Be-

cause of our small number of subscribers, approximately 4,000, it has been difficult to obtain advertising matter from educational supply houses and more difficult to obtain repeated advertisements. Another difficulty has been that supply houses want to reach the buying administrative officer through their advertisements. Unless supervisors, training teachers, and teachers show the advertisements in *CHILDHOOD EDUCATION* to these "buying" officers the chances are that they will not see them.

Our work to meet these two difficulties has been *first*, to ask everyone to show the advertisements to the proper administrative officer, *second*, to ask all subscribers to write inquiries themselves to the advertisers, and *third*, to branch out into advertisements of personal commodities, i.e., such things of personal use to every teacher as hair nets, wash rags, popcorn poppers, electric grills, etc.

To help this last idea an invitation was sent to all teacher's professional organizations on our mailing list to serve as paid advertising agencies for the journal.

Returns from this offer have been small. This was to be expected. Any worthwhile idea grows gradually with the conviction of its value. We are continuing the offer this year and stand ready to make any necessary explanations.

*Sixth.* To offer reviews of new professional books, of articles in current magazines, as well as to keep our readers in touch with activities of other professional organizations.

To this end, Alice Temple has taken over the section of book reviews. Her wide experience at the University of Chicago adds authority to the reviews of the best in current literature.

Ella Ruth Boyce is continuing her fine work of reviewing current magazine articles for the Current Magazine Index. This is keeping us in touch with interesting articles in many popular event and fiction magazines as well as those classed as professional.

LuVerne Crabtree has been in touch

with the secretaries of other organizations and with the editors of other professional magazines, so that we know of the activities of the Educational Division of the American Association of University Women, the American Home Economics Association, the National Education Association, etc.

We want more news from your local sections. Please keep this in mind and send us news of your activities.

The Editorial Board has also faced the problems of subscriptions and renewals since they materially affect the content prepared for the issues of the magazine.

*1. Subscriptions.* We need 7,000 more subscriptions. Williams and Wilkins Company bear the financial responsibility of the magazine. When subscriptions and advertising material increase so that deficits for past numbers can be paid to the publishers, then the I. K. U. will receive an income from the magazine.

This cannot be done on the present subscription list of 4,200. Are you a subscriber?

*2. Renewals.* Twenty-five per cent of our subscribers neglect to send in their renewals in time to be classed as continuous subscribers. (Note the especial appeal in this number of the magazine for renewals,—page 489.)

#### NEW PLANS FOR 1928-1929

We have decided to continue the "special topic" idea for the magazine another year. The contents of each number will be both inspirational and practical. Topics will include:

*September*—The First Month of School

*October*—Meeting Individual Differences

*November*—Behavior Problems

*December*—Language, Reading, and Dramatization

*January*—Records and Reports

*February*—Class Room Arrangement, Equipment and Activities

*March*—Cooperative Organizations

*April*—Social Studies

*May*—Mathematics and Science

*June*—Convention Number

Five numbers will contain special help with art and construction work, three on literature, and two on music.

A new section—the Laboratory Section is to be added. You are given the opportunity to send in a stenographic or narrative report of some lesson. With it send statements of problems or lists of questions about the work. The problems or questions will be answered in the magazine. This new section will meet specific classroom problems.

The Executive Committee of the National Council of Primary Education voted to contribute \$50.00 a month to the editorial work of CHILDHOOD EDUCATION. This is a great help in the editorial work and shows the Council's fine appreciation of the magazine. For three and one-half years Primary Council interests have been represented in the magazine and the sharing of financial responsibilities indicates the close cooperation existing between our two organizations.

#### SUMMARY

This has been a busy year for your Editor, the Editorial Committee, and its Chairman. Through certain difficulties they have worked to certain recognized successes.

Every effort to increase the magazine's worth is assured to you who entrust this responsibility to the Editorial Committee.

A most sincere invitation is extended to every member of the International Kindergarten Union and of the National Council of Primary Education to recognize the magazine as his own personal professional inspiration and as his own shared responsibility.

Accepting this invitation you—the members of our two organizations will read the magazine; you will inform yourself about its future program, its subscription rates, and its advertising rates and advertisements; you will recommend the magazine to others and both encourage and solicit subscriptions; you will contribute news of your classroom, your supervisory or teacher-training activities, as well as of your professional club programs and special projects.

Everyone is interested in the things you are doing which will inspire them. Every partner in an enterprise wishes success for it, and couples effort with this wish. Will you help make your magazine the popular and the recognized authority on nursery-kindergarten-primary education?

MARY DABNEY DAVIS, Chairman.

## HAVE *You*

Renewed your subscription for 1928-29?  
Recommended the magazine to other teachers?  
Obtained two or three new subscribers?  
Written to advertisers about their products?  
Solicited new advertisements?  
Contributed news of classroom projects, local club activities, or State programs?

## THANK YOU



# Where "Childhood Education" Stands

ROBERT S. GILL

*Secretary-Treasurer, The Williams & Wilkins Company*

**I**T WOULD be presumptuous to tell educators what is required to carry forward their profession. But there are certain substructural principles to which anyone may advert without impertinence. There is the essential unity of education the country over, emphasized by the migratory habit of people. Children may get kindergarten in California, elementary grades in Missouri, high school in Michigan and go to college in Massachusetts. This unity compels concert of action.

Whence an I. K. U. Each must know what others are about, must reconcile individual effort to the social effort as a whole. This is no bad thing. For it makes for exchange of information and methods, it adds other's knowledge to one's own.

To obtain that imperative concert is the primary motive of CHILDHOOD EDUCATION. The journal is the collective voice of the organization. Without it the individual is cut off, in great measure, from the social effort. It is the mart in which ideas, the greatest of all goods, are exchanged. It is indeed more than difficult to see how the organization can have an effective life without it. The state of CHILDHOOD EDUCATION is therefore of paramount importance.

Space forbids the presentation of minute detail. Let only a few high

lights be shown. Editorially the journal has never been as strong, as interesting, as practical as it is now. It has gained steadily in support and its subscription list is larger than ever before. Yet these facts remain. Since its inception a deficit of \$20,000 has been incurred. It is still losing heavily each year. Each subscription costs about \$2.00 more to deliver than is asked for it. At least 7000 new subscribers are required at once, and all the old ones must remain. That is not possible without immediate cooperation on the part of every member, both associate and local.

There is one way which presents itself as a practical means of giving such cooperation. It has been the ideal to have every local member an associate member and every associate member a subscriber by reason of membership. Apparently only official action on the part of each local can bring this about. It is not merely desirable, it is all but imperative that it be brought about. Concerted action would mean 20,000 subscriber members. It would not merely "save the journal" but it would make an infinitely stronger journal, an infinitely stronger I. K. U.

"Automatic" subscription with membership is no untried plan. There must be at least 500 journals published in this manner in the United States.

## WHERE "CHILDHOOD EDUCATION" STANDS 491

We publish eighteen scientific journals. Eight have no society connection. Of the remaining ten, all but CHILDHOOD EDUCATION and one other have the "automatic" feature. Among these eight all but one are either entirely self-supporting or very close to it. Membership fees range from \$5.00 to

\$10.00 a year and higher. Membership fee in the I. K. U. with subscription added need go no higher than \$3.00—less than a penny a day.

The effort of any one is not therefore likely to prove onerous. The coöperation of many accomplishes the purpose—as in all things else.

### *An Appeal from the President*

*of the*

#### INTERNATIONAL KINDERGARTEN UNION

To put CHILDHOOD EDUCATION on a paying basis we need 7,000 new subscribers at once.

The magazine offers you the best scientific and practical material available. Fine commendations continually come into our headquarters office,—(see page 482).

This Journal is for the use of all classroom teachers in nursery schools, kindergartens, and early elementary grades; it is for city school supervisors and for those who train teachers.

I therefore, appeal to all of you who are not now subscribers, to send in your subscription today. Address the Williams & Wilkins Co., Baltimore, Md.

The future of the magazine rests with you.

CAROLINE W. BARBOUR

# *From the Foreign Field*

## *Report of the Committee on Foreign Correspondence*

The committee has been in correspondence, during the past year, with forty-eight cities in eighteen foreign countries.

Everywhere there is increasing interest in the education of the young child. Not only are there more kindergartens, but more nursery-kindergartens in foreign countries,—even in furthest India.

### CZECHOSLOVAKIA

From Lany, Czechoslovakia, Marie P. Bartuskova writes of a convention held at Prague last October.

Three types of work were discussed at this meeting: 1, the mental and physical development of the child; 2, eugenics,—the child's health, child's diseases, and the organization of the health service in the school; 3, abnormal children,—crippled, blind, deaf and dumb, weakminded, and delinquent.

Of the kindergarten work in general she reports that there is no kindergarten legislation in that country, and therefore the work differs a great deal. In Prague, the capital, the kindergartens are well organized.

There are day nurseries for the youngest children to the age of three years. The nurseries provide good care and nourishing food and lay stress on the formation of good physical habits and good speech.

The kindergarten age is from three to six. The work in the kindergarten has changed greatly in the last four years. The old equipment has given way to light chairs and tables, which the children may arrange as they like. The formal working plan has been replaced by one that is free, the work being directed through and by the child's interests. Physical education is stressed,

and the child has the greatest opportunity for creative work.

This year an experimental kindergarten was established. The kindergarten has four classes, in each of which a different method is used. In one Froebel's system is tried, using gifts and didactic material. In another the didactic method of Dr. Montessori is used. A third class was the material of Dr. Decroley of Brussels, and the fourth class is equipped with material like that used in the "Maison des Petits" of the Institute de Jean Jacques Rousseau, of Geneva, Switzerland. All the methods are studied with the aim to ascertain the value of each one.

The Czechoslovak kindergartens arranged two parallel courses of study last Easter. The representatives of medical, psychological, and philological sciences, met the representatives of the schools, to study the aspects of the education of the preschool child.

Lectures were given on:

1. Development of the kindergarten
2. Physical education
3. Psychology of childhood and expressions of children
4. The speech of the child
5. The environment and the child
6. Education in the kindergarten
7. Books for little children
8. The kindergarten curriculum

This Easter the kindergartners of the Czechoslovak Union of teachers will meet with the association of the public school teachers and arrange a course of lectures to stress the educational importance of the kindergarten and the unity of the whole school system.



## INDIA

At the Josephine Kindergarten, Sholapur, India, the children make mud pies, pat them into small wooden frames, then lifting off the frames, bricks appear. These are sun dried and are fit for building.

Some of the children are masons and use these dried bricks, applying a little water to make them stick together. Doors and windows are made by some children with their carpentry tools. Roofs are of iron, tiles, or straw. A fireplace is added, cooking utensils, a string cot with a hand-woven blanket, and a family of dolls to occupy the house.

This doll's house is typical of the whole work of the kindergarten, which aims at correlating everything up with Indian life. Materials used are those which can be obtained in any village. The ready-cut and expensive kindergarten material which used to be imported has been dispensed with, although use is made of Froebel's gifts and of some of the Montessori methods.

Eighty-six little boys and girls enjoy handwork out-of-doors, before they go to lessons in three grades, where they learn sight-reading, songs, and games.

Most of the children are christians, and come from very poor homes.

Connected with the kindergarten is the Mary B. Harding Training School, founded in 1901. From a very small beginning it has grown to be the finest institution of its kind in Western India, catering to the needs of many Missions, and praised by the Government as a model of its kind. This year there are thirty-eight students in the two classes, first and second year. A fine grade of student is being sent, and kindergarten training is recognized as having the same salary value as other training.

The girls have the cottage system and work together in a happy spirit.

Gertrude Chandler of St. Christopher's Training School, Kilpauk, India, writes of the work and of some of the problems in regard to it.

In Madras Presidency the Government

has carried out the English method of not establishing isolated kindergarten work but introducing kindergarten methods throughout the lower classes of the regular school system. In the training classes, kindergarten is introduced as a subject.

In 1908 Miss Chandler taught kindergarten methods to two training classes at Capron Hall, Madura. In 1918 she started a special kindergarten course in the vernacular to teachers who were actually doing the work in the lowest classes. The government gave its recognition to these classes, and it proved a very worthwhile undertaking. In 1923 Miss Chandler left Madura and since that time no kindergartener has been found to fill her place. So the development of more specialized kindergarten work has had a real set back.

In her training class in Madras, Miss Chandler has some who make kindergarten an optional subject. This year there are three such students. Just now all of these students are having a hard struggle with nature study, as they have no background of general knowledge about nature subjects.

Men too, take kindergarten as an optional subject. As they teach some of the lower grades, it is necessary for them to know something about it. Most of them have very little appreciation of its underlying principles.

Miss Chandler ends her report by saying that "if there are any kindergartners looking for jobs, please come to India."

## CHINA

Rosy Nie, a student at Teachers College, New York City, writes of education in her native land of China.

About twenty years ago, elementary education was largely taken care of by private families.

In 1902, provision was made for the education of children from four to six years of age in kindergartens, and the curriculum provided for play, music (singing and dancing), stories, and handwork.

In 1924, the Kiangsu Conference of Edu-

cational Administrators passed a resolution, recognizing the need of more kindergartens, and the adoption of kindergarten methods in the lowest grade of the elementary school.

Another encouraging and significant development is the experiment in kindergarten education, conducted by H. C. Chen of the National Southeastern University.

Impressed by the fact that the subject matter and method used in the kindergarten were borrowed from foreign countries, especially America, and that some of them are not suitable for Chinese children, he and his staff began experimenting in 1923 with the native self-made toys, Chinese Mother Goose stories, and other materials. Professor Chen is also trying to make kindergarten a mother-training center as well as a center for the education of young children.

The National Association for the Advancement of Education has agreed to cooperate with Professor Chen in an experiment to determine the least possible cost of conducting kindergarten education so that it may be duplicated in the largest number of communities. There are Day Nurseries in industrial centers, such as Shanghai, for the purpose of keeping the working mother rather than for the education of the babies. The management is unscientific and is entirely philanthropic.

#### BULGARIA

From Sofia, Bulgaria, Elizabeth C. Clarke writes fully of her work in the Balkan peninsula.

The kindergartens are part of the public school system of the country. There are thirty connected with the grades in Sofia and new ones are being started throughout the country. The school law requires cities of over 20,000 to support kindergartens while smaller places have a right to apply to the state treasury for help.

Recently an inspector of the city schools said to Miss Clarke, "We opened our kindergartens because of what we saw in yours, but ours are different—yours are progressive,

ours at a standstill." This means that they are beginning to realize the need of trained kindergartners.

Miss Clarke hopes that Day Nurseries, in which nursery school methods will be introduced will soon be opened.

#### SOUTH AMERICA

In Lima, Peru, the kindergarten, as such, is not in vogue.

There are kindergartens for children of four years of age and on, but they are called "Preparatorio" and are very formal, more like the usual first grade. The hours are long, about a full day. They are connected with the government schools. The teachers in these schools have no more than the government normal training and sometimes not that. The school year is from April through December.

There is one private school in which there is a trained kindergartner, who follows the Montessori method. This teacher is an Italian.

In the Mission school, supported by the women of the Methodist Episcopal church, there is a kindergarten. The twenty children are from four to six years of age, and come from middle class homes. The session is in the afternoon *only*, from 1:30 to 4.

The teacher is one of the Lima High School graduates. She received some training from former teachers in charge of primary grades. The program has formal aspects but contains more play and freedom than the regular kindergartens here. The teaching is in English and the children learn this language through songs, stories, and games.

Peruvian education is in a process of growth and revolution, and it is thought that in the next few years, many advances will be made, particularly regarding the education of little children.

Although they have no nursery kindergartens, there are a few day nurseries for the children of working mothers. One of the teachers of the Lima High School is in charge of the nursery in Callas.

Miss Holway concludes her report by saying that she is forwarding the letter sent her to a missionary in a school in the interior of Peru. This teacher may have some interesting things to tell regarding her kindergarten work, as she is a trained kindergartner, and the kindergarten stands well with the people.

Chiquimula, Guatemala, Central America reports that kindergarten work was started in the native schools within the last ten years.

The Government of Guatemala is constantly improving its educational system, drawing its suggestions from Argentine and Europe, more than from North America.

#### CANADA

The kindergarten teachers of Toronto have been passing through a period of strain and difficulty from which they are just emerging.

For some years conditions were very unsatisfactory. The course of training was reduced to one year, students were discouraged from entering kindergarten work, there was a lack of sympathy with the kindergarten in official circles, several new schools were built with no kindergarten rooms, and there seemed no future for the kindergarten.

The teachers met these conditions as best they could. They made repeated efforts to improve the course of training, but without avail, until 1926, when largely through the active interest of Home and School Council, a two year course of training was established. Public opinion is now strongly in favor of the kindergarten, which has been in operation long enough to have proved itself and is firm in the affections of the parents.

In 1926, the Board of Education appointed a committee to investigate the value of the kindergarten in the public school, and its relation to the school. The report of the committee was a complete vindication of the kindergarten, which was then given a definite status and recognized as the necessary basis of the school system.

Much still remains to be done. The supervisor, who retired in 1926, has not been replaced, and the need of a leader is strongly felt. The work is generally of a formal type, but is not unprogressive. While trying to hold fast to eternal verities, they call themselves progressive Froebeliens.

Kindergarten and primary teachers have training in both kinds of work, and it is the intention of the Board of Education to carry kindergarten methods and ideals into the school, but kindergartners have always opposed primary work in the kindergarten.

There is one nursery school, The St. George Nursery school, which is connected with the University of Toronto.

The kindergartners of London, Canada register the children at four years eight months. After one year in kindergarten, the children are promoted to the primary class.

The London Froebel Society has meetings every month. Talks are given, books read and discussed, and recently the supervisor gave a report of her visit to Boston where she attended meetings and visited about forty kindergartens.

#### ENGLAND

In the April number of *The New Era*, the magazine on Progressive Education in England, Mrs. Beatrice Ensor has written, under the heading of *The Outlook Tower*, of some of the changes affecting education there today.

She says, "Education in England is a complex organism circumscribed by tradition and deeply colored by English national characteristics." When asked what he considered the greatest change in education in England since the war, a great authority on such matters said "it was the freedom of the teachers to work out their own salvation and the insistence by the local education authorities that teachers must be free to develop their own curricula."

"There is in England an insistent pressure of the new spirit in education; a spirit to be found in all countries of the world, revealing



itself differently in the various nations according to their special characteristics."

The Dalton Plan and the method of Montessori have brought changes in method and organization and now the new type of progressive education is affecting all grades and kinds of education.

The nursery schools of England claim our attention. Since the first use of the term "Nursery School," about 20 years ago, a steady advance has been made in this field of early education.

In 1918 the Education Act was passed and this made possible the using of public money for nursery schools and some of the schools already existing were taken over by local education authorities.

The nursery schools are generally found in some crowded part of a town or city. The children range from two to five years of age and are selected according to the special needs of the home from which they come.

These schools vary in size. The largest is in Deptford, England and is world-known because of the splendid work done there by the Misses Rachael and Margaret McMillan who have been the pioneers of the movement in England.

The open-air shed is the ideal type of building used and this is placed in the middle of a garden whenever possible.

Free activity of mind and body and all that pertains to, and helps toward better health is stressed. Most of all, the children are made and kept happy.

There are twenty-four nursery schools in England, one being a private school. Of the remaining twenty-three, nine are in London.

In concluding this report may we mention one or two of our endeavors during the past year.

A beginning has been made in the assembling of a directory of world workers in foreign fields. A few names are now available. To help us in this work we have asked all to whom letters have been sent, either to send the letter to another worker or to send the names of workers in foreign fields. To all whose names are received, letters will be forwarded asking for reports of their work and for their encouragement of membership in the International Kindergarten Union.

May we ask your help? We shall appreciate any effort of yours that will help us reach those who are at work "over there" and who need the inspiration of knowing that, at least, some one over here knows where they are and what they are doing.

Names may be sent to any member of the committee. May we now extend our thanks to you.

JANE NICHOLSON, *Chairman.*

#### ANNOUNCEMENT-CONVENTION OF AMERICAN HOME ECONOMICS ASSOCIATION

The twenty-first annual meeting of the American Home Economics Association will be held in Des Moines, Iowa, June 25 to 29, 1928, with Fort Des Moines Hotel as headquarters.

The first session will be devoted to a brief survey of the year's progress in the various lines of home economics.

The address of the president, Miss Lita Bane of the University of Wisconsin, will be delivered at the public meeting Tuesday evening, June 25.

At the public meeting on Wednesday evening, June 26, Judge Florence E. Allen of Columbus, Ohio, will speak on "Significant Factors in Home Life as Revealed through the Courts."

Each of the ten sections of the Association will hold two or three special meetings at which its particular interests will be presented in papers and informal discussions.

There will also be the usual business sessions of the Association and its Council, the latter open to all registrants.

On Friday afternoon the Association will go by special train to Ames, where opportunity will be given to visit Iowa State College and especially its Division of Home Economics, one of the oldest and largest in the country.

On Monday, June 25, preceding the opening of the American Home Economics Association meetings, two conferences will be held at Fort Des Moines Hotel, Des Moines, one called by the United States Commission of Education for supervisors and teachers of home economics, and the other for extension workers in home economics.

HELEN W. ATWATER

## Convention Portraits

**Charlotte B. Pope**, local chairman and consequently the most pursued person in Grand Rapids, built and ran so efficient a piece of convention machinery that one could not "see the wheels go round." When 1000 more visitors arrived than had been expected, Miss Pope was not the least perturbed. When her calmness was commented on, she replied that she was not calm when she presided on the platform at the Opening Session. She does not like to be in the public eye but prefers to be "the power behind the throne."

**Annie L. Howe**, the youngest delegate present in spite of her forty years service in Japan, compared her coming to the convention with the "Roast Pig" story. "You remember the Chinaman, who in order to roast his pig, burned down his house. I've been wanting to come to an I. K. U. convention for years and years. I had to burn down my house to get here." Miss Howe referred to her resignation as head of the Annie L. Howe Training School, Kobe, Japan.

Just knowing **Dulce Maria de la Gandara** of Cuba makes one realize that Dulce means "sweet"—a knowledge of Spanish is not necessary. Everyone was impressed with Dulce Maria's sweet serious manner and sweet singing on Delegates' Day.

It was on shipboard. The man said, "I could pick out the school teachers anywhere." His friend was inclined to be skeptical and demanded proof. The man picked out an unmistakable subject and asked her cooperation. "My friend and I are having a little argument," he said. "Will you help us out by telling us whether or not you are a school teacher?" "No," she said, "I am not a school teacher, I just don't feel well." In keeping with this

line of thought **Bertha Barwis**, (corresponding secretary), should feel greatly complimented that we had so difficult a time convincing people that she was *really* a teacher. Someone wanted to know "who is that good looking woman we are always seeing in the lobby talking to good looking men?" This description with further details fitted Miss Barwis but the inquirer was sure the admired one was not a teacher. However, at the evening meeting when Miss Barwis appeared on the platform with the other officers the doubter was forced to revise her views of the possible personal appearance of educators. Since the identity of the "good looking men" has not been disclosed,—**Mr. Butler**, **Mr. Hughey**, **Dr. Plant**, and **Dean Peckstein** may equally divide the laurels.

**Catherine Watkins**, ex-president of the International Kindergarten Union hasn't missed a convention for the last 18 years—a better continuous attendance record than that of any other past president.

**Robert S. Gill** had the distinction of being the only non-educator on the program, although his rousing talk on **CHILDHOOD EDUCATION** showed a good grasp of the educational situation. Mr. Gill came as a representative of our publishers, The Williams & Wilkins Company.

Late Thursday afternoon of convention week while everyone was curling her hair or in other minor ways preparing herself for the Symposium Dinner **Mary Dabney Davis**, with a commandeered stenographer was completing journal plans for next year. Much credit is due Dr. Davis as chairman of the Editorial Committee for the improvement in **CHILDHOOD EDUCATION** during the past year. Her Thursday afternoon performance is proof of her continued active interest. She deserved a unanimous

vote of thanks from readers of CHILDHOOD EDUCATION.

When we think of **Mary Pennell**, charming toastmistress of the Symposium Dinner and her clever radio arrangement for the toast list, the picture of one of the "unseen" speakers keeps "running" through our minds—**Julia Wade Abbot**. Will we ever forget her "significant" remarks?

The chief vice of the vice-presidents, **May Hill** and **Evalina Harrington**, was the late hours they kept. Never before three in the morning did they reach "the retirement stage." Ostensibly this was for work, and we would be inclined to believe this were it not that we know Miss Harrington's unterminating conversational facilities. A story Miss Harrington told on herself supports us in our assumption. In attempting to convince a friend that she was not unusually conversational, Miss Harrington said that she could herself remember times when she had not talked. "Naturally," replied the friend, "such times would stand out."

However, **Margaret C. Holmes**, recording secretary, was actually discovered "recording" at two in the morning. She

said she must finish because she was not one of the people who can get up early to complete their work. When she loses *consciousness* she loses *conscience* also and cannot regain the latter before breakfast. Now that her secret has been published, we will suspect anyone calling on her at an early hour of seeking her cooperation on a tarnished political scheme or a similar nefarious plot.

Although she could not be with us, the presence of **May Murray** was felt at the convention. A message from the assembled delegates was sent to Miss Murray, who for many years efficiently engineered work at the headquarters office.

**Caroline W. Barbour**, president, had the responsibility and privilege of being "leading lady" of this galaxy. "Uneasy rests the head that wears the crown" should not apply to Miss Barbour. She has the satisfaction of having given a year of splendid service to the International Kindergarten Union culminated by the record-breaking convention in Grand Rapids. We are glad that Miss Barbour has accepted a "return engagement" for next year.

**T**HE Department of Kindergarten-Primary Education of the National Education Association will hold two sessions and a luncheon at the Minneapolis convention of the Association. The president, **Eleanor Troxell**, supervisor of early elementary grades in the schools of Kalamazoo, Mich., has chosen as the general subject for the program "The Whole Child as Influenced by Home, Community, and Church."

On Tuesday afternoon, July 3, the following speakers will discuss various phases of this subject: **Belle Farley Murray**, Saginaw, Mich.; and **John E. Anderson**, director of Institute of Child Welfare, University of Minnesota, Minneapolis, Minn. **Hazel King** of Trenton, Mich. will present a project in story-telling.

At the second session on Thursday afternoon, July 5, "The Child as Influenced by the Community" will be discussed by **Alice Temple**, director, Kindergarten-Primary Department, School of Education, University of Chicago, Chicago, Ill.; and "The Child as Influenced by a Particular School" by **Livia Youngquist**, Winnetka, Ill. **Jane Roberts** of Gary, Ind. will give a report for the research committee.

The annual luncheon will be held Thursday, July 5, at the Nicollet Hotel. The speakers for this occasion will be **Stella Wood**, principal of Miss Wood's Kindergarten and Primary Training School, Minneapolis, Minn.; and **H. E. Chamberlain**, director of the Child Guidance Clinic, Minneapolis, Minn.

AGNES WINN, *Director*  
Division of Classroom Service, National  
Education Association



## Book Reviews

THE NATURE ALMANAC. Edited by Arthur Newton Pack and E. Lawrence Palmer. American Nature Association, Washington, D. C. 1927. Pp. viii + 312.

Benjamin Franklin went into Philadelphia with the "Staff of Life" under each arm. For the last quarter of a century the nature teacher has entered the classroom with Professor Anna Botsford Comstock's Handbook of Nature Study as the staff of Nature teaching. There have been many kinds of bread invented since Franklin's day. There have been many additions to the nature teachers' book shelf since the story of the key and the kite. New ways of teaching nature and new concepts of the relation of nature to the social life of today are calling for still newer nature books. The most recent contribution of this kind is the *Nature Almanac*. The book is appropriately dedicated to Anna Botsford Comstock. It is a nature encyclopedia and every nature enthusiast should have it on his desk. It not only has a calendar which makes refreshing suggestions for each month's rambles but there are worthy contributions from the leaders in various associations and clubs interested in the promotion of Nature Education. One wishing to find the latest fashions in teaching, or information on the methods used in any state, or if he meets a query as to Who's Who on the nature stage, or has a problem as to What's What in the year's program, that person will have constant occasion to take down this handy book from the shelf. A school nature outline is added for good measure. This is to be used in connection with the *Nature Magazine*. Complete references are given where one may find interesting information with the beautiful illustrations that are always found in this publication. The American Nature Asso-

ciation has given us a worthwhile compilation of nature data.

WILLIAM GOULD VINAL.

READING AND STUDY. By Gerald Alan Yoakam. New York, The Macmillan Company. 1928. Pp. xi + 502. \$2.00.

One result of recent investigation is that of a more detailed analysis of the various factors which contribute to the different types of reading activities. This clearer recognition of the different phases of reading is in turn responsible for the appearance of a new type of professional literature in which authors are sensibly confining themselves to a rather complete treatment of some one aspect of reading rather than trying to cover the entire field. The latest book of this type to appear deals with "Reading and Study." The purpose of the book as stated by the author is, ". . . not only to bring together under one cover suggestions for developing ability to study in reading situations primarily, but also to suggest a plan for developing this ability in whatever situation study may be met throughout the elementary grades."

Much of the material in the book has appeared in other professional books but the writer has reassembled and reorganized it from a fresh point of view. A discussion is given on the nature of reading, the nature of study, and the relationship that exists between the two. Several study procedures are suggested for children's use in pursuing different types of reading activities. A "Course of Study in Study" is prescribed for the first six grades in which concrete suggestions of procedure are given for developing, "Attitude toward Study, Knowledge about Study, Skills to Be Developed, and Habits to Be Formed." The practicable and workable suggestions of procedure

described for developing desirable attitudes toward, and habits of study is perhaps one of the most outstanding contributions of the book. These goals have long been esteemed as highly desirable ones to be attained but Mr. Yoakam is the first author to offer a complete list of definite procedures to use in developing them.

The book is written in a simple, direct style, relatively free from technical terms. The organization is good; the chapters are closely knit together and each one leads naturally and logically into the next. The content is sound psychologically, and at the same time it is so concrete and simple as to be applicable to the practical classroom situation. Any student, teacher or supervisor of reading will find this book to be a valuable addition to her professional library.

NILA B. SMITH.

**THE CONDUCT OF STUDENT TEACHING IN STATE TEACHERS COLLEGES.** By Winfield Dockery Armentrout. Colorado State Teachers College, Greeley, Colorado. 1927. Pp. viii + 198.

Here is a volume which should prove useful to all those who are engaged in teacher training and especially to instructors who are giving courses for supervisors of student teaching. The author, who is the director of instruction and of training schools at Greeley, has assembled in one volume the results of recent investigations of the important problems related to student teaching, including a number of his own studies.

The book opens with an interesting account of the historical development of student teaching followed by a discussion of the place of student teaching in the professional preparation of teachers. "An Analysis of the Activities of Student Teaching" is the title of one of the early chapters of the book. With reference to the material of this chapter we find the following statements in the Introduction: "The author with the aid of thirty training teachers made an activity analysis of student teaching and grouped the activities under nine major headings. . . . As criteria for grouping

the material for purposes of instruction the author has defined three types or levels of student teaching activities. The activities under these three levels are further grouped into two general classes—the external elements of skill, and the elements of insight and resourcefulness." The list of activities includes some 175 or more items which a critic would find very useful in directing the work of student teachers.

In his survey of present practice, Chapter IV, the author finds general agreement as to the purposes of student teaching and the activities involved in it but great variation as to the amount required, the prerequisites and the exemptions. He finds similar variation in the provision made for observation. Other chapters deal with such important problems as the distribution of the student teacher's time, methods used by critic teachers in training students, a program for student teaching, etc. In the final chapter difficulties in organization and administration are discussed. Significant among these is the difficulty of securing properly trained critics. The typical critic or training teacher is described as one who "(1) holds a bachelor's degree; (2) has taught seven and a half years in the public schools; (3) has for six and a half years been engaged in training school work of a grade similar to that in which his previous experience was gained in the public schools; and (4) has had practically no specific preparation for the supervision of student's teaching other than public school experience." In the light of the last item the author urges the organization on the part of departments of education of courses covering a year of graduate study designed especially to prepare for the supervision of student teaching.

This book contains much enlightening and useful material in the form of diagrams, tables, check lists for analyzing teaching, sample score cards, specific plans pursued by different teacher training institutions, etc. A bibliography of over 200 titles—chiefly journal articles bearing upon one or another of the problems of student teaching—adds much to the usefulness of the book.

ALICE TEMPLE.

# Current Magazine Index

## THE THREE R's

### A Symposium

It is difficult to single out articles as all are so valuable. *Progressive Practice in Reading* by Laura Zirbes has this to say of the present day situation in reading and of how conditions may be improved. "Reading now . . . makes itself over into an interesting, meaningful activity from the very start." . . . "The broader aims of reading are rich and varied experience through reading, strong motives for, and permanent interests in reading, desirable attitudes and economical and effective habits and skills." "Readers of this journal can do much to promote reconstruction in reading whether they find themselves working in the advance guard or among the stragglers who lag behind. In each position there is a next step to be taken." A summary is given useful as "a criterion by the aid of which practice in any situation may be critically surveyed."

*Progressive Education*, April-May-June

## MUSIC AND THE CHILD

### A Symposium

Jon Alfred Mjoen in *Inheritance of Musical Ability* gives an account of methods as applied at Winderen Laboratorium for investigation of the heredity of musical talent. "The component faculties of musical ability are divided into twenty basic qualities" which together form the "so-called musical ability." He says, "Our studies have established the following facts with regard to the inheritance of musical talent: Untalented parents never have very talented children, while very talented parents never have untalented children. The higher the average of talent in the parents, the higher is also the average of

talent in the children. . . . A great difference of talent in the parents exercises an unfavorable influence on the degree of talent in the children. Male and female individuals are equally susceptible to inheritance of musical gifts. Paternal and maternal inheritances are equally effective."

*Child Study*, April

## CREATIVE ACTIVITIES IN BUFFALO, N. Y.

The School Magazine, "a clearing house for the various departments" of the local school system, describes a *Kindergarten Painting Demonstration* given during the State Teachers' convention. Paintings collected from the different kindergartens throughout the city were exhibited and children who had shown an interest and ability in painting took part also. Easels were set up, equipped with pans and jars of fresco or wall paint, large sized paper and brushes.

*The School Magazine*, Buffalo, N. Y.

## IMPRESSIONS OF A FOREIGN OBSERVER OF AMERICAN EDUCATION

By K. S. Vakil

The Educational Inspector from Bombay, India gives the impressions gained during a hurried tour of six weeks. "The generous financial provision made for the education of the mass of the people everywhere in the United States" is the first impressive thing to him. Next is "the free though well-ordered atmosphere pervading the educational institutions visited." Next ranks "the sound knowledge of teachers in their own subjects coupled with a desire to be fully informed about the most recent developments." He notes also "the growing tendency to treat pupils as rational beings" and "the ready response which the pupils make to this treatment."

*Elementary School Journal*, April



## *Who's Who in Childhood Education*

**Margaret C. Holmes** is Assistant Director of Kindergartens, New York City Public Schools. Her supervision includes the kindergarten extension classes. Miss Holmes is, in addition, Special Instructor, College City of New York. In 1918 she went to France as one of the first members of the Kindergarten Unit there. Miss Holmes has just completed a two year term as Recording Secretary, International Kindergarten Union. She continues as Chairman of the Committee on Reading Readiness.

**A. H. Hughey** has been City Superintendent of Schools in El Paso, Texas, for the past nine years. He has, in his time, been high school principal, practiced law, and engaged in editorial work.

**Mary Dabney Davis**, specialist, Nursery-Kindergarten-Primary Education, Bureau of Education, Washington, D. C., is well known in all parts of the United States through her field trips and published research work. Dr. Davis came to the

Bureau from Duluth, Minnesota, where she was kindergarten-primary Supervisor. She is chairman of the Editorial Committee for Childhood Education.



MARGARET C. HOLMES

partment of Child Care and Training, School of Household Administration, University of Cincinnati. Dr. Arlitt was formerly Associate in Experimental Educational Psychology, Bryn Mawr College. She is Chairman of the Committee on Parental Education and a member of the Editorial Committee.

**Patty Smith Hill** needs no introduction to an International Kindergarten Union audience. She has been unsuccessful in attempts to resign in any of the many capacities in which she serves the nursery-kindergarten-primary field.

**Elisabeth Rotten** is Director of the German Section of the New Education Fellowship. She is making a rather complete lecture tour in America this year.

**Ada Hart Arlitt** is Professor and Head of the De-

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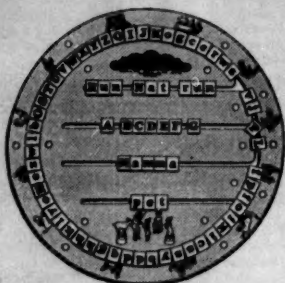
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